

# *The* CLEARING HOUSE

A JOURNAL FOR MODERN JUNIOR AND SENIOR HIGH SCHOOLS

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Vol. 35

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No. 3

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## Testing or Testomania

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A New Look at Old Values . . . The New Challenge to Junior High Personnel . . . What Limits to Public Education? . . . Better Speaking and Listening . . . Adolescent Value Standards . . . Study of Subject Loads and Marks

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# A New Look at Old Values

By FRED MOORE

TODAY EVERYONE HAS HIS PET PANACEA for the problems plaguing American education. We are bombarded with speeches, articles, and books from philanthropic foundations, United States military men, university presidents emeriti, midwestern businessmen, congressmen, *et alteri ad nauseam*. Lauded are the physical sciences, the pursuit of excellence, graduating classes of one hundred or more, and the innate wisdom of great federal appropriations. Generally unmentioned is our confusion between quantity and quality, between going to school and becoming educated, and between the important and the essential.

It is not large shining school buildings or even crash revisions of curriculums which finally will salvage us. The problem is deeper than that; it is largely enmeshed in our somewhat misguided national values. Teachers themselves can—in fact, they eventually must—make an essential contribution in bringing first considerations back into proper perspective. Classroom instructors must re-evaluate their role in all its phases and from the inside outward. What do we really think our job is? In addition to subject matter, what are we teaching? Exactly what are our values and what do we consider important?

Far too much has been said about teachers' salaries. To be sure, high regard will not pay grocery bills. Nevertheless, most teachers' organizations and many individuals in the profession term the shortage

of qualified instructors as totally due to low pay. This is simply not true. One sometimes wonders how many genuinely first-rate teachers have left the classroom *only* for better salaries. Impossible working conditions and/or unenlightened school administration have probably loomed as large unexpressed factors more frequently than we shall ever know. Meanwhile "poor pay" is the easily available whipping post cited as the reason for resignation.

Sometime ago in a faculty meeting at Riverside High School, I aroused some response with this comment: Comfortable family living on a teacher's salary depends largely upon how wisely a teacher has selected his wife. Nearly any school faculty has examples to prove the point. On the one hand we see the family of a young instructor living not lavishly, but comfortably, meeting the usual payments for a home and car; having children, clothing and feeding them; and even saving a bit. Another with an equal or higher salary cannot make ends meet and continually cries, "Wolf at the door." There is still discomforting truth in my contention that the wife often makes the difference. She either manages what her husband earns or she lives beyond the family means. It is as simple as that.

Our students have the mistaken idea that their teachers are living in abject poverty. This has two undersirable consequences: First, we lose stature in their eyes for continuing to endure this ignominy; second

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### EDITOR'S NOTE

*The purpose of education is to teach. Administration, organization, and supervision exist only to safeguard and improve instruction. Guidance and testing are valid only to the extent that they serve and supplement instruction. The basic and essential fact of education is that teachers and pupils are brought together for teachers to teach and pupils to learn. This is the first and only commandment in education. Many thoughtful observers of the current scene in America's schools believe that now is the time for reappraising the role of the teacher to accomplish the basic values of and in education. One of these is the author of this article. He is a teacher of Latin and English, Riverside High School, Painesville, Ohio. In 1959-60 he was on leave from his regular position to be a John Hay Fellow at Columbia University, New York City.*

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and ultimately much more important, many potentially good teachers reject careers in education because of this vague notion of poor pay.

Public school teachers need to acknowledge the facts bravely. We are not starving. We generally enjoy as many, if not more, of the amenities of pleasant living as our neighbors. Our cars are almost as long; our television sets almost as wide. We might point out the number of actual working days in our year. If the question should arise, we would not be remiss to assert these facts and even to call attention to the languishing concept of the important rewards in enjoying one's work. Teachers should be the embodiment of that happy experience.

We who are in education have the opportunity to encourage suitable young people to explore the advantages and disadvantages of professions in the field. In addition to giving them straightforward facts about salaries, we can cite generally pleasant working conditions, colleagues of above-average

intelligence, and the never-the-same combinations of a teacher's day. To be sure, every job has its "dishwashing"; in teaching it is marking papers. This and the other multitudinous energy-draining unpleasanties need not be glossed over, only given their proportionate weight of importance.

This brings us to our second point: America must have more teachers willing to give their maximum effort to the work. Often we have been told that the large city tends to depersonalize its residents. The same thing occurs in today's fast-growing centralized schools. In the larger faculty, too frequently we encounter a feeling of decreased responsibility in teachers. "Let someone else do it" or "It's not my concern" are often the rules of conduct. Although the impetus should come from within the individual instructors, until it does we need more public-school administrators with the strength to say that they are not interested in the comfort of their teachers but in obtaining the very best education possible for our children. There should be no room for the faculty member who works only when he has a class before him, who boasts of never taking schoolwork home with him, who feels no concern for the extracurricular program or for attending evening events at school. These extraclassroom responsibilities need to be reinstated as essential parts of the job. Active indoctrination and firm support need to come from school administrators, teachers' organizations, experienced teachers in service, and the departments of education of our colleges and universities.

Now comes the old rebuff, "But why should we be different from \_\_\_\_\_?" Here our colleague names either unskilled laborers and compares salaries and length of the workday to the laborers' advantage, or he draws a parallel to other professions, again with the usual unhappy reference to time and finances. The answer, of course, is simply that teachers are "different." Ours is a service profession and those unwilling to

accept it as such were misguided in entering the field. If they were to leave at once, they and their pupils would probably be happier, and education and America would doubtlessly be better off at once.

How many people gathered in the Chautauqua, New York, amphitheater on a Sunday in summer have smiled indulgently at Dr. Alfred E. Randall's offertory reminder, "Freely ye have received, freely give; for the Lord loveth a hilarious giver!" Though we may question the translation, the idea is sound and is painfully applicable here. Currently we are in sore need of hilarious givers in the classrooms of the land—people who will give hilariously of their time, of their energy, of their very selves. We have had too many 8:00 A.M. to 3:00 P.M. teachers, too little hard work on both sides of the pedagogical desk. We shall reap the various bitter rewards for longer than most of us care to consider.

Finally, education desperately needs teachers who have a genuine regard and affection for their students. We must focus attention and concern on the individuals who compose our classes. To be sure, this suggestion sounds trite and not a little reminiscent of the pre-Sputnik doctrine of "the whole child."

A teacher surely ought to believe almost passionately in the subject field which he teaches. This is essential. Moreover, it is generally agreed that any course is only as good as the instructor to which it is assigned. In the final analysis, though, the subject is of almost minor importance. A teacher of typewriting or woodworking may exert a strong force toward educating his charges, while next door is a teacher of history or Latin whose influence is negligible or even negative.

There are, we find, in all professions two definitions concerning that position: one is the outsider's preconceived idea of what the job entails; the other is the real job as it is seen, experienced, and understood by the person in the profession. Frequently our

happiness depends on how close together we find these conceptions of the work after we have been baptized by the fire of the daily round, or how successfully we adapt from our preconceived views to the actual task.

Beginning teachers often believe that they have "arrived" as it were, when they find themselves going to school, meeting their assigned classes, smoking with their colleagues in the faculty lounge before and after school and during their "preparation period." This clouded conception of their responsibilities may continue unenlarged through years of teaching.

We who work in the schools with young people must reappraise ourselves and our daily performance with them. The students may be showered with abuse and hard work if the instructor is honestly doing it for their own good. Of course it helps if the instructor's local status is secure because older brothers and sisters have been found well prepared in that teacher's field. We do not fool them for long; teen-agers soon sense our real feeling for them in our actions and through our eyes.

Future teachers need to be indoctrinated with our reconsidered aims and values. This should be a part of their professional preparation, no doubt; but having been omitted there, it may of necessity be done by the school system in which they first teach. Most schools now have well-planned orientation programs for beginning personnel; these efforts are rightly more and more concerned with the basic problems of the fledgling teacher.

Not only to the individual instructor and the school itself, but ultimately to the community and the country will go the rewards. It is not so much that we need only to have more young people enrolled in science courses; rather it is that we need to toughen moral fiber so that students will select the challenging courses in science, mathematics, languages, history. We need—if you will pardon the expression—devoted teachers in

all areas: people who will make physical education, education; who will make the French irregular verbs become fascinating; who will then spend an afterschool hour hearing a tale of trouble over teen-age to-

getherness, an evening at the P.T.A., or several hours working on a curriculum committee. Then those old values will be a little less neglected. We shall all be stronger for it.



## Let the Youths be Heard

The [Soviet] Commissariat of Education explained: "How can we teach our children the merits of the Soviet system if they do not know the weaknesses of the Capitalist system. Our future depends upon our youth."

Well—the future of democracy also depends on our youth. Through the years I have been continuously amazed at the lack of realization on the part of many adults that *the greatest communist menace and threat to the free world is the Soviet youth*. Almost two generations indoctrinated with Soviet ideology! We have not, with equal intensity, concentrated on our youth—utilizing the mass media of communication to give to our young people an understanding of and devotion to democracy. We need to emphasize again and again a firm belief in a representative government of and by free men.

I recommend that instead of taking the teachings of Marx out of the schools that the books be introduced into the high schools with competent instructors in political science to teach communism as a *comparative* form of government. The young people beg for this, and they claim that only in that way will they learn what is the threat of communism. I agree with them and if we cannot trust our teachers to give this course and if we do not have faith that our youth will reject totalitarianism and accept democracy as the best form of government evolved by free men, then we have failed miserably somewhere along the line in the teaching of democratic principles. I have faith in our youth. I know they will come out ahead.

When the forum discussions move into the broader channels of preparing youth for leadership in a world where technological and scientific advances have far outstripped unity amongst peoples and nations, the young people express themselves with clarity and the hope of youth. They desperately want to be part of a world in which a United Nations organization will be a reality so that world peace can be assured. There is little or no pessimism in the attitude of youth.

"We cannot keep our youth in a vacuum on world affairs," and *there is no better method of*

*helping them clarify their thinking than through discussion.*

"The world's problems are our problems," they declare, "not only because the world has shrunk and we are practically living in each other's back yards, but because as long as one American sees that another human being is enslaved, he is going to fight for that man and he does not care whether the odds are ten to one or a thousand to one. He is going to see that justice is done."

The young people come back continuously expressing the same ideals—"Justice," "Faith," "Courage," "Education," "Human Rights," "God and Religion." Issues are examined and probed, with a curious far-seeing evaluation. They want to talk and discuss and *think*.

So give the youth a platform—but, see that the platform is used carefully, thoughtfully, preparedly and under guidance. *They must never feel that they are being called upon to give solutions to the world's problems—although we recognize that they often get down to basic fundamentals with a wisdom far beyond their years.*

The challenge of youth forum discussions provides an incentive for probing into a given topic, for exchange of ideas with one's own age group and with an adult of experience and authority—who establishes facts but at the same time must also meet the challenge of the young people's thinking and even difference of opinion.

When you encourage a flow of ideas between young people of varying backgrounds, and encourage them to think about the world and humanity you are planting the seeds of democracy. I beg of you—give the youth their platform and scatter the seeds of democracy as far as possible. Who knows where they will take root.

We must guide the youth, help them, steer them away from muddled thinking, teach them to be wary of the propaganda tactics of the unscrupulous spell-binder. But let them speak, these future citizens of a troubled world. They may turn out less confused than we are.—DOROTHY GORDON in *Vital Speeches of the Day*.

# The Teacher and the System

By G. SCOTT WRIGHT, JR.

EDUCATORS, BEING A STATISTICALLY MINDED LOT, take great pleasure in diagramming the various facets of education to aid in clarifying their thinking. One of the most common diagrams is that of the organization of the school system's personnel. Traditionally pyramidal, one finds the school board at the top, the superintendent one step down, assistants, supervisors, principals, assistant principals, department heads, and, finally, the teachers. Such a chart makes the tracing of line authority easy, the establishing of salaries simpler, and the placing of responsibility less confusing. Indeed, this chart is one of the least controversial of all the efforts of our educators.

The comfort of this organization, as well as the organization itself, is symptomatic of a fundamental change in education. The teacher and the students he is to educate

have become the low men on the totem pole. In fact, the student is more often than not left off the chart completely. Where once stood a teacher before a group of young people, a monolithic edifice has risen, called "the school system." Where the individual mind of the teacher once commanded the highest respect in the community, now the organizational ability of the superintendent is held to be of greatest value. In essence, Socrates has been replaced by a gray flannel computing machine.

How did this shift in emphasis occur? It started with the acceptance of the idea of universal education and its resulting flood of children into the schools. When education was reserved for a select few (the selection varied with the time and locality), the choice of teacher was the most important consideration. The student chose a teacher, or group of teachers, as carefully as the career for which he was to be prepared. The teacher was wholly responsible for the student's education. Admittedly the elementary school child is in no position to choose his teachers, but the school's administrators are. However, it is at this point that the "system" becomes evident and the teacher's traditional role changes.

Universal education, which is essential for the functioning of a democracy, has presented us with a vast number of students in every community in the United States. These students have been magically transformed into numbers of classrooms, annual budgets, statistics on physical growth, mental potential, actual achievement, teacher-pupil ratios, bus loads, cafeteria meals, etc., etc. Billions of dollars are spent on buildings, billions more on teachers' salaries, hundreds of thousands of people are employed, lobbies are formed. American education has become a big business.

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## EDITOR'S NOTE

*Here is an article that made us feel a little bit uncomfortable. Therefore, we thought it good. We like to have our assumptions about the internal structure of education questioned. How else can we sustain or overcome our existing notions?*

*In submitting the manuscript, the author writes, "Although there is an excellent chance that my ideas may achieve unpopularity, I honestly feel that there are those in our profession who are willing to face the implications of these ideas." Undoubtedly there are. But there are others who may sharply disagree. Is a controversy in the making?*

*The writer is editor of the Connecticut Arts Association Magazine and teacher of art at Long Lots Junior High School, Westport, Connecticut. He has his B.F.A. and M.A. from Yale University.*

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Everyone is familiar with the internal structure of big businesses. As volume production is paramount, the stratification of personnel is carefully constructed to insure the greatest efficiency. Executives are paid to use their brains, laborers to use their muscles. The lowest man on the scale is usually the least skilled, the lowest paid, and the least respected. He is often little more than another machine. Once established, the order becomes self-perpetuating and the business, by some remarkable alchemy, becomes disassociated from the people of which it is composed. It becomes the modern "Organization."

American education is fast becoming an Organization, an inhuman system which inhales the young teacher and exhales the old with no apparent change in its structure or direction. The efficient system is becoming the goal.

What of the individual teacher? How does he stand in this organizational rat race?

He has simply taken his place as last man on the "team." He has become the muscle turning the wrench somewhere along the assembly line. His status is the lowest, his pay is the lowest, he is even becoming thought of as the least skilled. When the community needs a superintendent it searches far and wide, for it considers the position of vital importance. But an empty classroom is filled simply by hiring the best available of the current crop of graduates from the local teachers college, or retreading an old liberal arts student with a few "emergency" education courses. Thus, the actual educating of the child is thought of as least important, while the efficient running of the system has become the issue of greatest concern. We have come a long, long way from Socrates.

It is found then that no longer are the teachers to educate; they are hired to produce—for big business must have a product. In this case, of course, the product is an educated human mind. But the fallacy lies

in the fact that production and education are contradictory concepts. Thus, we must choose between mass-produced mental robots, or individually stimulated, thinking human beings. It is too grotesque to contemplate the former, so we must concern ourselves with how to achieve the latter.

Again we arrive at the teacher. The child does not educate himself beyond a certain primitive point. This point is extended by his parents and environment. However, the most concentrated education he will ever receive is from the mind of his teacher. The communication between these two minds is the single most important factor in the intellectual growth of the child. As the child is, to a large extent, unformed when he comes to the teacher, it is the mind of the teacher which must determine the success of the education.

So long as the teacher holds the demeaning position of "low man," there is little chance of his being able to fulfill his responsibilities. He cannot be deprived of status, respect, reward, and, above all, individualism without being destroyed as an educating force. Anyone familiar with psychology knows well the effects upon the human mind of degradation and disassociation from responsibility. But this knowledge is ignored within the very institutions which pride themselves on being most conscious of the latest psychological developments. The self-respect of the teacher has been destroyed from within his own organization.

There is a solution, although not a realistic one in the sense that it will appear without a struggle. This solution is deceptively simple. The teacher must be allowed to teach. His relationship with the student must once more become the most sacred thing in education. School systems must not be permitted to continue as churches without religions.

The return of education to the teachers requires a strength on the part of administrators which may well be beyond their



capabilities. Courage has never been a prerequisite for promotion in any Organization. However, in place of personal fortitude, public pressure, both in person and through the elected school board, may bring about such a change. The goal is to allow each teacher to determine the form of the teaching which will take place in his classroom and, controlled by his own abilities and knowledge, the nature of the material taught. This demands that the teacher be considered a professional educator by every administrator in the system. It insists that the administrator accept his role as servant, not only of the community but of the teacher!

Unfortunately, there are two weak points which must be strengthened before the teacher can return to his role as educator. These weaknesses are the many administrators who prefer power to service, control to respect, and authority to true responsibility, and the teachers who are intellectually, educationally, and psychologically incapable of teaching under the proposed conditions. The former can usually be spotted by the ease with which they rationalize the need for "strong leadership" and "central co-ordination." This same rationalization kept Italian railroads running on time right up to the day when it destroyed Italy as a center of culture. Often these administrators hold their positions because they are better bookkeepers and politicians than they are classroom teachers. They

should be allowed to keep the books and play the game of public relations, but they should never be permitted to harass the master teacher on educational matters.

The second group, those unfit to teach under a system which calls for autonomy for the teacher, should not be allowed in a classroom under any conditions. They should not be certified as teachers, but, if they are, they should not be employed. As this group makes up a shockingly large percentage of our present teachers, their dismissal would increase the teacher shortage manyfold. Unpleasant as this may sound, it must be realized that a class of one hundred students under a master teacher is infinitely preferable to a class of twenty under an incompetent one. In other words, it would be better to increase the size of the classes and have only fine teachers than to maintain small groups and have to fill the teacher requirements with semieducated, low-intelligence personnel.

In America we have the opportunity to build an educational system which would be the envy and goal of every other nation. But, we are, in actuality, building a gigantic organization for the production of school buildings, statistics, and uninspired, partially educated robots. None of the tests and measurements, none of the pedantic propaganda, none of the organizational charts will ever educate a human mind. This can be done only by a teacher. And the teacher must be allowed to teach!



## Teaching—an Unexplored Art

Our knowledge of the act of teaching as well as that of taking instruction is meager. Neither of these acts has been investigated sufficiently to justify, from a scientific standpoint, fundamental changes in teaching. We have considerable knowledge of how human learning occurs, although much of it comes by extrapolation from studies of animal learning. The amount of adjustment in our current theories

of learning which verbal behavior and cognitive processes may require is something about which we can only guess. We do not even know how accurately our learning theory describes what occurs in the act of taking instruction. Be that as it may, the act of teaching has received far less attention than its central role in pedagogy would seem to require.

—B. OTHANEL SMITH in *Teachers College Record*.

# *The New Challenge to Junior High Personnel*

By  
LOUIS S. MONK

MANY SCHOOLS AND BOARDS OF EDUCATION are instituting at the junior-high-school level programs and courses that were once reserved for the senior high school. Junior-high-school teachers are being encouraged and compelled to assign more homework, to cover more subject matter, and to demand a higher level of performance. Those who control and operate our junior high schools are responding to demands to add the tough subjects, eliminate the easy subjects, take care of the gifted and talented learner, and catch up with the Russians in scientific developments.

Many innovations at the junior-high-school level are made because of pressures coming from individuals and groups with various motives. Changes are being demanded by those who seek political and

social recognition. Many are demanding changes because they feel that America is lagging behind the Russians intellectually and in the production of atomic weapons, that the introduction of more languages, science, and mathematics at the elementary and junior-high-school levels will enable America to catch up. Those who really believe that school should be tough are rather vocal in their demands.

Regardless of the reasons, demands are being made for a change in offerings and standards at the junior-high-school level and changes are being made in response to demands. Therefore, teachers and other professional personnel who work directly with students must prepare themselves intellectually and emotionally to meet the challenge which these changes in attitudes and programs present. With many courses from which to select and with many pressures being brought to bear in favor of certain courses, administrators, counselors, and teachers have a great responsibility for helping children make appropriate choices. Many misconceptions and misbeliefs on the part of parents and students add to the difficulties of school personnel with respect to guiding pupils into courses commensurate with their abilities, interests, and needs.

For many parents and students, to pick the so-called hard academic and advanced subjects will be popular. Little thought will be given to chance for success. Some parents will insist that their child select certain advanced subjects, feeling that such a choice will bring social status to the child and family. It will be difficult for some

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## EDITOR'S NOTE

*The junior high school appears to be caught in a squeeze in many areas. Why? Mainly because of the demands made upon schools by our society. It is so much easier to retool the senior-high-school program, say the junior-high administrators. Whether this is true, and we are inclined to so believe, the question of what adjustment the junior high school will make in response to society's demands still remains. And what course of action may eventuate is as yet unclear. All that we have so far said is prelude to a reading of this article. And we hope that it will be widely read. The author is vice-principal, Sligo Junior High School, Silver Spring, Maryland.*

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parents to accept the fact that their child does not have the ability to do the work required for success in some subjects, or that he has no interest in the work. Some parents will insist that a child follow the profession in which the parent is engaged. School personnel, who are aware of the problems and understand their implications for learning, have the responsibility of making real efforts toward guiding parents and students in the proper direction.

Those involved in program and course selection for students must recognize, and make it clear to others, that a program of studies has value only to the extent that it brings about desired changes in the learners. Best results come from programs that challenge students and at the same time enable them to be successful. The mere assigning of courses and more work does not in itself produce a better and more informed student and a better educated adult. For maximum achievement, the program of studies has to fit the youth. The program may be changed, at any point, to the satisfaction of the planners, but desired changes in the student develop only as he acts favorably toward the program. If the student lacks the ability and aptitude for success in the program, if he has no interest in assigned activities, if he can see no need for the program, then he will not act favorably toward it. The result may be frustration and a feeling of inadequacy. In many instances the child will become discouraged and terminate his formal education as soon as existing laws allow him to do so. On the other hand, if the learner experiences success and pleasure, either immediate or anticipated, as he pursues his program of studies, he becomes a better individual and will strive for high educational goals.

Those who map out programs for junior-high-school students must do so with an awareness that the school is only one of many institutions and activities that contribute to a youngster's education. Many experiences provided by other institutions

have real educational value and contribute to the development of young people. There are educational experiences in watching selected television programs, reading newspapers and magazines, attending classes that are not a part of the organized school day, attending and participating in cultural and recreational activities sponsored by other community agencies, engaging in hobbies, in family living, and in mere playing. Individual school programs for students must not be so time consuming as to make it impossible for them to capitalize on the valuable offering of these media.

School personnel who are able and willing to give guidance and direction in course selection will be essential in meeting the new challenge. Principals, counselors, and teachers will describe programs, courses, and subjects in terms that are understood by parents and students. Parents need to have aims, functions, and contents explained. Not only are explanations necessary, but the function of each subject and its contribution to the whole junior-high-school program needs to be made clear.

The internal testing program of the junior high school will be extended and improved in order that data as to abilities, interests, and needs will be available to all for all students. Vocational and educational guidance will be given a more prominent place in the total junior-high-school program. Counselors and administrators will be in a position to interpret test data to parents in order that parents will be aware of the abilities, needs, and interests of their children and the implications that test results have for course and subject selection.

The greatest challenge, however, is to classroom teachers. As important as selection is during this period of experimentation, of innovations, and of general expansion of offerings and standard-raising at the junior-high-school level, the classroom teacher has a more important role to play than ever before. What the classroom teachers do, more than any other single factor,

will determine the future success or failure of the junior high school. Regardless of the subjects offered and the level of achievement demanded, the teachers largely influence the success or failure from the standpoint of the learner. Motivating students of junior-high-school age is a difficult task. Success at this school level depends more on personal satisfaction than at any other level. The junior-high-school pupil is motivated only when his personal interests are met, when his recognized needs are satisfied, and when he accepts the goals for which we teach.

Children of elementary-school age are motivated by the desire to please adults. They have blind faith in the teaching, judgment, and admonition of adults. They learn because their parents and teachers want them to learn.

Unlike senior-high-school students, junior-high-school students have not reached the stage where they are concerned about the real values of education as conceived by adults. They are not concerned with making a living; neither are they aware that economic gains will bring them social status and more of the comforts and luxuries of life. The junior-high-school student derives his social status from his peer relations. His

desire to do the things that meet the approval of others his age is very strong. His life is personal. He seeks personal satisfaction.

Regardless of how difficult the task, the successful classroom teachers will recognize the nature of the learner and his proper place in the center of all the courses, programs, and subjects. The classroom teacher will realize that students learn the most when they want to learn. The junior-high-school teacher, regardless of the subject, the course, or the child, will use subject matter as a means to an end. Real learning cannot be enforced; there must be a desire to learn.

Teaching, then, at the junior-high-school level, is more important than programming and selection because it is a process of inducing the desire to learn.

The challenge is clear. It cannot be evaded. While parents, politicians, and others are placing large emphasis on courses, program, and subject matter, junior-high-school personnel will emphasize the educational, social, and emotional development of the individual student, and help him select and succeed in the subjects that are compatible with his abilities, needs, and interests.

## Accent on Quality

This emphasis upon quality in the educational experience for the pupil has highlighted the necessity for teachers to be thoroughly competent in their teaching fields—a welcome accent—and for them to have enough time to plan, to think through, and to develop the necessary materials for their lessons. Teachers must not only be highly qualified in their subjects, but they must also have time to prepare for their teaching if the quality of the educational experiences which they are providing for pupils is to be of the highest calibre.

The quality of education probably relates somewhat to its tempo. We have been concerned with what appears to be an almost frenetic pace of all phases of high school life. Whether it be in class-

room or on playing field, we seem to hurry, hurry, hurry. As my busy, energetic American business executive seat companion on a recent jet-airplane flight to New York remarked, in an unguarded moment of philosophical reverie, "Why is it so necessary for me to get to New York in four and one-half hours?" The old adage which admonishes "make haste slowly" may contain an important lesson today. This is not to suggest a reduction in zest and enthusiasm. But rather to emphasize that an attitude of thoughtful deliberation may enhance achievement and contribute to the genuine satisfaction that is derived from the learning experience itself.—From the *California Journal of Secondary Education*.

# TESTING OR TESTOMANIA

By HERMAN J. PETERS

*"The creative renaissance of our disciplines requires a basic reconstruction of the prevalent conceptions of sociology and psychology. The central task of this reconstruction consists of replacing the prevalent defective views on what constitutes the psychosocial reality, what is valid knowledge of it, and what are the methods of its cognition, by more adequate conceptions of these fundamentals."—Pitirim Sorokin, Fads and Foibles in Modern Sociology and Related Sciences, p. 315.*

ARE WE LIVING in an atmosphere of testomania? Are we living in an age of testocracy? Is Sorokin right when he points out that we have quantaphrenia? Is there a spreading binary epidemic and a wexler wackiness? As one surveys the cultural scene and its air of desperation to arouse a people out of their lethargy, one notices the turn to education. It is not that anyone turned away from it, but it is the considered, thoughtful turning toward formal schooling as the way, the last way, to insure a way of life with freedom for all in a climate of inviolate dignity for every human being.

To speed the learning developments of children and youth there has been a turn to guidance. Effective guidance has become the basic approach to the renaissance of maximum learning for boys and girls. An important aspect of a guidance program is the testing phase. However, it is time for guidance workers to raise some questions about what is happening in the testing area. The following factors are intended to provoke serious thinking regarding the continuance of testing in the guidance programs of the schools of this nation.

*Testing Daze.* Which day in the school program is not used for some testing—i.e.,

standardized testing as distinguished from teacher-made tests? It is becoming increasingly difficult to schedule a professional meeting of school counselors on a Saturday because of the demands, rigorous demands, for some national, regional, or state testing program. In our country we have heard much, most often condemnation, of the threatening testing programs in foreign educational systems, e.g., the English stream system. Now we do the same, only in multiple threatening experiences. Why is this? Why does this testing, if it should be necessary to do it this way, have to be emphasized out of its true proportions as an educational endeavor by scheduling it on Saturdays?

*College Craze.* In a seemingly hitherto unrecognized void of information about students, the colleges are thrust in the direction of establishing vast centers of computers; it is hoped that the computees will not reflect the punchiness of the cards—cards which become one's passport to "co-existent stardom" or to useless oblivion in a culture hanging on the ropes as the foreign enemy fights subtly with *ideas*, wrong as they are! In quantaphrenic efforts, col-

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## EDITOR'S NOTE

*The author is professor of education in the Ohio State University, Columbus, Ohio. The article is adapted from a lecture given by him at the National Defense Counseling and Guidance Institute on March 18, 1960, at the University of Wisconsin.*

*With the writer's thesis—Let Us Not Permit Testing to Get Out of Hand—thousands of schoolteachers and principals and superintendents will agree. As to how this is to be done, there is considerable disagreement. Nonetheless, this is a sparkling combination of description, diagnosis, and invective.*

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leges test and test. The values of testing, especially for the high-school students, are lost in the demands to take a number of these tests, especially if the student is not sure of the college which he will attend. An undecided youth probably feels it necessary to "take on" all test comers, so that if he does come out second, some institution of "higher education" will find it profitable to "give" him an education.

*Validation Vices?* Are these new tests properly validated? Will the results be amenable to interpretation on a sound basis if there has been little or no validation? Is it an ethical gimmick to get schools to participate in a testing effort by promising to send them the results when the results are really for research purposes and not ready for guidance interpretation? In writing about the "School and College Ability Test" Clifford P. Froehlich and Kenneth B. Hoyt state the following on its validity: "At present the validity of this test must be inferred from the similarity of the test to its predecessor THE AMERICAN COUNCIL ON EDUCATION PSYCHOLOGICAL EXAMINATION. The publishers indicate that from time to time validity data will be reported in SUPPLEMENTS TO THE TECHNICAL REPORT, which describes the construction of the test." (*Guidance Testing*, p. 111)

How can the school use the tests if they have not been validated? The test developer and publisher must keep in mind that despite their cautions on the use of their instruments, the counselor (too often a teacher untrained in testing) will use the instruments as if there had been validation. In other words, the teacher-counselor may say, "If it is on the market, it probably has been checked." Are we in such a hurried competitive struggle in testing that there is not adequate time to check the validation of the tests?

If the test is merely a revision of the old, then greater care must be exercised in advertising such information.

*Personal Probing.* Has there been adequate thinking as to the ethical implications of the detailed probing into the individual for the sake of a project latent with uncertainties as well as with possibilities? By what right do major projects require such minutiae of the personal life of the individual? Granted that some of this information may be needed for research purposes, there is the prior question of the approach to get it and the standards of the local professional staff through whose hands and eyes this material will first pass. Has there been sufficient briefing of local educational staff on this matter?

*Maddening Mathematics.* Today is the day of the computer. Yesterday was the day to be mesmerized. Today one is mathematized. If one wishes to be really esoteric in the guidance field, one attempts to do one's research in a binary system, a factor analysis, or some other statistical gymnastics. It is not the intent here to disparage the "queen of the sciences," but rather to arouse guidance workers to be aware when another colleague attempts to bridge the royal gorge between symbolic number arrangements and the human personality.

Greater still in danger is the application of legitimate mathematical findings of a nomothetic nature to the idiographic counterpart—the individual. Too often emphasis is given to the statistical impact on the individual, when it would be better to spend the time in the counseling interview assisting the individual to think through his singularly unique concerns with their group overtones as revealed by the seeming magic of mathematics. E. Lakin Phillips states: "Maybe an individual case, there, merely brings to light the need to select from a range of nomothetic generalizations, and to insert particular values to given dimensions, to approximate the individual case in question." (*Psychotherapy*, p. 61)

*Guidance Guise.* One of the primary aims of guidance is to assist the individual to understand better his abilities and char-



acteristics and to do this in a direct manner, principally through counseling. As one examines current large-scale testing programs, it is quite apparent that the testing programs are not centered toward the above-stated basic premise of guidance. More often than not the test result becomes an administrative tool for admitting or not admitting the youth to a next step in his educational progress. True, the placing of the boy or girl tells the individual he is or is not wanted in some particular program, but too often there is not a direct line of communication with the boy or girl to discuss with him in the privacy of counseling the total meaning of the test results which have such important implications. Then, in reality, in the case of placement the testing program is involved with guidance, to be sure, but certainly a quite different focus of emphasis is placed on it than the direct guidance approach. One might raise the question whether money spent for such purposes under the N.D.E.A. could justifiably be called "spending money for the direct guidance of the pupils."

*Objectivity.* Have you looked at the objectivity of the tests which your pupils take? Are the tests related to their life experiences? Are the students weak in testing because life has been weak? If another and different set of questions were asked, where would they stand? Did you take time to determine why they answered as they did? Oh, but you say, that would violate the norms—those sacred idols of metrephrenic worship! Then, I ask, does not every individual violate the norms in that there will never be another like him and there has not been one to match him. As Allport stated so eloquently, "It is in the individual that all laws are modified." Are not the test results guide points rather than road blocks? Are our test users alert to the objective boundaries of the test?

*Fingerprints and Brain Numbers.* Sooner or later your brain number will be in Washington just as your fingerprints are. Oh,

you say, "How facetious are you trying to be?" In the green pools from which flow the stuff to buy tests also flow the potential dangers of a burgeoning number of consulting firms which will do your research and guidance for you (or at least the testing phase) and give you results. Has not the question arisen in your minds that this is mechanized "guidance"—the very antithesis of the guidance point of view? The fact that some or all of the individuals in such guidance or research units are well qualified is not pertinent to the danger that school staff will seek the "package deal" to hand to the pupil. Some have compared the school to industry on this matter; this is not valid.

*Explosives in Untrained Counselors.* Are tests being pushed on the schools before there are sufficient numbers of counselors trained in the use of the test results? Hidden in the brash placement sectioning, telling individuals their test results are the fuses to explode one's self-concept. Because no counseling or inadequate counseling provisions were available for the pupil to learn the meaning of the test results in a true life perspective, have we negated our responsibilities? The motivation we so fervently seek in students may explode in our faces with disgruntled youth. These youth may soon revolt against the confusion wrought by poor guidance.

*The Dignity of Man.* The guidance movement is a strong force to our commitment of democracy. It focuses on the exaltation of the individual, especially his values, attitudes, and outlook on life. Will these be lost on a sea of testomania with its emphasis on testing without adequate follow-through in the counseling process? Will our errors in testing prejudice our patrons against all of guidance? It may be argued that the points contained in this article are merely "growing pains" of a young educational movement. However, it is time that we grow out of our errors lest we grow into them more deeply. As a counselor-educator,

I think that there is a need for a guidance testing program in each of our schools. However, in using some of the excellent tests on the market, should we not take

Montaigne's advice? "Our mind is an erratic, dangerous and unthinking tool; it is difficult to reconcile it with order and moderation."



## The Grammar Lesson

By LEON MONES

Newark, New Jersey

I started out to teach a grammar lesson,  
Some doctrine of correctness or taboo;  
I had it planned with engineered precision,  
The take-off, carry-on, and follow-through.

Alone in a back seat, huddled against a window,  
Was hunched a lad, scowling in hostile funk.  
I cross-examined him about some gimmick;  
He jeered that grammar was a lot of junk.

I made him stay in after school in penance,  
Determined I must get him to atone;  
He sat there radiating his defiance  
Colder than ice and steadier than stone.

I sneaked my arm gently about his shoulder  
And shook my head. He stared straight at the clock;  
Then all at once he reached his hand out to me  
And eyed me straight and said, "It's o.k., Doc."

I drew him just a little closer to me  
Patted his back and said, "I hope you'll try."  
And then he dropped his eyes; the iron loosened;  
The stone relaxed; the lad began to cry.

I kept my arm secure about his shoulder,  
And said to him, "Let's talk as man to man."  
And then he let loose all the painful story,  
And it was then the lesson just began.

# Study of Subject Loads and Marks

By M. E. GARDNER

A HIGH-SCHOOL PROGRAM that omits study-hall periods and requires students to attend classes every period of every school day should provide answers for some questions related to the subject load of students. In a high school which first opened its doors to students in September, 1959, such a program was instituted. The sophomore, junior, and senior students who entered this school had previously attended other high schools where the traditional four subjects plus physical education constituted the required load, and where study-hall periods were a part of most students' daily programs.

Of the questions which were raised at the inception of this new program, two seemed especially pertinent. (1) Would not the heavier load required result in the students' receiving lower grades since many have assumed that the "normal" load should consist of carrying four subjects in addition to physical education? In this new program every student would be carrying at least five subjects in addition to physical education,

and physical education classes would meet five days a week. (2) Would the elimination of study halls seriously affect the achievement of students as reflected by grade-point averages?

For the purpose of getting answers to these questions, the records for a group of one hundred juniors were selected for study. These students were selected by simply drawing from the files their permanent records. They were fairly well distributed throughout the entire class of 329 students, and no attempt was made to select certain individual students. Members of the junior class were chosen because they had well-established point averages in other schools, and these could be compared with point averages earned in the new school. Since seniors had had the option of completing their schooling in the schools attended prior to the establishment of the new school, and because many had decided to do this, the senior class was felt to be less representative of a cross section of student population in the new school.

Using a four-point scale, grade-point averages were computed for the first four semesters prior to the junior year, and grade-point averages were also computed for the first semester spent in the new school. The amount of change, and the amount of agreement, between the point averages thus computed for each student should help to answer the questions raised at the inception of the program for the new school.

Study of the point averages revealed that thirteen students earned the same point averages in the new school that they had earned in the schools previously attended. Forty students earned higher point averages during the first semester under the new program. The amount of increase in grade-point average ranged from .1 to 1.7,

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## EDITOR'S NOTE

*If students take more subjects requiring preparation than they normally used to take in high school, does their academic standing suffer? That is, do they get lower average marks?*

*The article outlines a study made in an Illinois high school in which most students were taking five major subjects per semester as a result of abandonment of study halls. Approximately 100 juniors of a class of 329 were selected for study. The findings are interesting, we think. But we wish you to read the article so we shan't list them in these notes. The author is director of guidance and pupil services, Homewood-Flossmoor High School, Flossmoor, Illinois.*

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with an average increase of .36 for these students, or slightly more than one-third of a grade interval. In forty-seven cases, the grade-point averages were lower in the new school when compared to the averages earned in other schools. Where grade averages went down in this way, the range of decrease was from .1 to 1.3, and the average decrease for these forty-seven students was .42, or slightly less than one-half of one grade interval.

The computed mean for the point averages earned under the new program was lower than the mean for the point averages earned in the schools previously attended. The amount of this decrease was .07 and in each distribution of grades the standard deviation was .74. Applying the test of reliability between means to this difference reveals that the difference has no statistical significance. Therefore, the observation can be made that there was no significant difference to be found in the average grades for this group in having made the change from one program to the other.

Up to this point the changes in grade averages have been considered, but of additional interest is the amount of agreement which was discovered between grades earned under the different school programs. Computation of the coefficient of correla-

tion between grades earned in the previously attended schools and grades earned in the new school produced a coefficient of .83 which is highly significant. This represents a very close relationship between the grades earned under the two types of programs.

From this data it appears that at least two findings can be noted which may be helpful in answering the questions which were raised earlier.

(1) The heavier load required by the new program had no significant effect upon the grade-point averages of the one hundred students involved.

(2) The absence of study hall periods in the daily programs of this sample of students did not significantly affect the achievement of these students if such achievement is reflected in grade-point averages.

Admittedly, this evidence is not conclusive because of the many variables which could not be evaluated in this study. Differences in philosophies of grading in the several schools, differences in academic standards, differences in motivation, differences in teaching effectiveness, differences in the extracurricular program—all of these, and others, may have served to affect the results and some combinations of these may have operated in such ways as to cancel out real differences.



## Meetings with a Purpose

One cannot help but agree with a former superintendent of schools in Seymour, Connecticut, when he says, "the first step toward an effective teachers' meeting is to have a definite purpose. If there is no clearly defined motive for a meeting do not have one. Every teacher should know the purposes of administrative acts. The very least a principal can do is to keep his teachers informed."

In short, teachers' meetings should be a clearing-house for all details of management and teaching. Teachers will attend them cheerfully, as they furnish specific directions and suggestions for every side of their work. It is better that such meetings

be held in the afternoon after school and do not continue for more than one hour. Everything unnecessary and trivial should be omitted.

We should also understand that even though most of the meeting might well be devoted to scholarship promotion, care should be taken so as to not exclude completely from the meetings the daily classroom problems that the individual teacher encounters. Each teacher should be required to present in the meetings her major problems that, in all probability, with the solution will aid other teachers who are having similar difficulties.—ELLSWORTH JOHN EVANS in *School and Community*.

# A-V Procedures, Danish Style

By JOHN F. OHLES

THE DANISH EDUCATOR in the process of organizing his audio-visual program may sit comfortably at a desk with three main sources of information—a film catalogue published by Statens Filmcentral (State Film Center) and two periodicals, *SFC Film* and *Danmarks Skoleradio* (Denmark's School Radio). The limited materials available and the scarcity of sellers and renters of film are attributable to down-to-earth economic factors in a country whose population of four million is crowded into an area half the size of Maine. Here it is logical that a state-operated agency handles the bulk of the film-rental problem.

High cost of Danish-made or imported equipment reduces effectiveness of school films, particularly with regard to sound pictures. The State Film Center has made a number of sound projectors available at libraries through the land, but the problem generally remains. Depending on the avail-

ability of these limited facilities is too uncertain and inconvenient for many teachers.

Perhaps because of a limited market for film rentals, the center can warn that requests must be received no later than three days prior to showing. A reasonable rental fee of three kroner (45 cents) a day is charged for most films, although an occasional film commands a higher rental and may even run as high as forty kroner (\$6.00). Another published notice suggests there are limits to SFC service, however, for telephoned requisitions will not be accepted!

*SFC Film* is an extremely useful publication, doubling as a forum for discussion of film use while keeping customers abreast of new films and filmstrips as well. Attention is frequently given to educational film activities in other countries.

Two subjects have attracted a good deal of attention in the publication: the nature of a regular school subject designed to foster insight into understanding and appreciation of the cinema arts, and organization and function of "children's film clubs." Film clubs represent an attempt to combat evil and degrading influences of Denmark's regular movie fare by providing substitute film programs. A fairly elaborate organizational structure permits sponsorship of clubs by schools, parents and teachers, and local theater operators. A report critical of movie influence on youth by a Danish Youth Commission study triggered interest in both film clubs and a course in *filmforståelse* (film understanding). Much dissatisfaction over movies undoubtedly stems from Danish inability (or reluctance) to import other than cheap films from the United States in an effort to save American dollars.

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## EDITOR'S NOTE

CH follows the policy of giving continuing attention to comparative education. In almost every issue, readers find a description or analysis of a school program in another country. This is the first time, however, that our series on comparative education has included a piece on audio-visual aids.

Denmark is a small country but it has a good A-V service provided to public schools, according to the author, who says that a comparison with A-V in American schools suggests that we here suffer from a lack of imagination, particularly in the field of radio. The writer is assistant professor in the State University College of Education at Cortland, New York, and spent a year in Denmark studying at the University of Copenhagen.

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A glance over more than 100 films catalogued in a typical *SFC Film* as suitable for film clubs demonstrates the problems facing a small nation in accumulating a film rental library. Barely half of these movies were produced in Denmark, the others being imported from the United States, England, Sweden, Germany, France, Czechoslovakia, the U.S.S.R., and the Netherlands. This lengthy list is even yet incomplete as the total source of Danish educational films includes international agencies as well as most major and minor film-producing countries.

If there is a question of adequate facilities to make use of film services, there is little doubt that fuller use is made of Denmark's School Radio. Since 1950 a permanent institution under the state radio system, School Radio was first a daily classroom visitor in 1947. Its rapid acceptance is obvious with an increase in village and small-city school listeners from 391 at its inception to 29,500 a bare two years later.

An essential helpmate to radio teaching is the bimonthly *Danmarks Skoleradio*, intended for use by pupils. A glance at a typical issue shows a wide range of programs, from exercises in English and German for upper classes to song sessions for

the youngsters. Of particular interest to Americans would be an exercise in English entitled "The Pilgrim Fathers" or Danish discussions of Yellowstone Park and a familiar novel, *Mus og Maend* (John Steinbeck's *Of Mice and Men*).

Radio programs are not without problems, as School Radio broadcasts almost exclusively in the morning. Perhaps too few teachers have the equipment or motivation to emulate a teaching friend who faithfully tape-recorded English lessons for his classes. However, of the fifty-six radio lessons scheduled in an average month, only seven were not rebroadcast at a later date (usually at a different hour).

With a state-owned system transmitting just one program to a limited area, Danish experience in educational radio may be somewhat unrelated to an American situation. The easy acceptance and general enthusiasm for school broadcasting should not be ignored, however.

Certainly, the Danish teacher works in a less complicated and less cluttered visual-aids area than does his American colleague. Whether because or in spite of limited resources, he often proves to be extremely effective in facilitating instruction through the use of audio-visual techniques.



## The Student Teacher

Teachers who have worked with student teachers report that they have gained new ideas and methods of approach from the young people in dealing with subject content as well as in matters of classroom procedures. The presence of student teachers further enhances and enriches the work of the regular classroom teachers, since two teachers in a classroom can more effectively work with individual pupils and with special problems. Student teachers are particularly helpful in assisting with many of the time-consuming routine tasks that teachers are called upon to perform. In carrying out these routine duties, the student teachers are receiving practical lessons in their preparation for teaching. As they are able to assume more responsibility for

their directing teachers' classes, opportunities will come for the directing teachers to be released from the regular class schedules to participate in school, county, and state meetings. This is not an exploitation of the student teachers, for their programs should include some full-time teaching in the absence of directing teachers. Directing teachers have reported that student teachers, in these and other ways, save them as much or more time than they require in extra effort and thus they "carry their own weight." Perhaps the most valuable contribution made by the student teachers directly to the pupils and teachers with whom they work is their contagious enthusiasm for teaching.—GARRETH K. BLAKE in the *Kentucky School Journal*.



# What Limits to Public Education?

By ELLIS D. TOOKER

PUBLIC EDUCATION has often set as its basic objective the provision of a setting in which young people can achieve at a level commensurate with their potential. This is a highly commendable but unobtainable goal. It is unobtainable because we really cannot accurately measure potential and we really do not know how to release potential which is evident but which is not being used. A more realistic statement of this objective might be the provision of a setting (within the practical limitations of the financial support available) in which *most* young people can achieve in a manner which *approximates* their potential *considering* the limiting factors imposed by their total environment. Too long have we used the old cliché: Public education is responsible for the education of *all* the children of *all* the people. We are beginning to harvest the fruits of such pronouncements and educators who have lived with this statement all of their lives are finding it difficult now to suggest that probably there are a few things that public education should not be expected to accomplish.

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## EDITOR'S NOTE

*Here is a major issue in education: Can we have education for all American youth, most American youth, or only the preferred risks? The issue has been raised for years and it won't lie down and die, because our society has not been able to establish a common agreement on a right answer. The third alternative mentioned above, however, has never been seriously considered by a majority of our people. But the other two are thorny. What limits to public education should there be? Well, here is an author who gives his answer. He is director of guidance in the public schools of Hartford, Connecticut.*

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Education can, indeed, provide suitable learning opportunities for *most* children, and *most* children can utilize these opportunities to good advantage although few (if any) of them will ever live up to their full potential. Realistically speaking, children come to the public schools possessing extremes in the full range of human behavior, and children have an effect on each other and thus on the learning process which the schools are trying to provide. Sometimes these extremes of behavior prevent the achievement of our less ambitious goal of providing a suitable learning environment for *most* children. When this happens, educators have some important decisions to make. They must try either to alter the behavior which threatens to destroy the opportunities for the majority, or, if this fails, they must find means of removal so that the one is sacrificed for the protection of many.

Certainly, public education has a direct responsibility for doing as much as it can to affect the behavior of its pupils in constructive ways which will benefit both the individual and the group. This responsibility begins with the teacher and the classroom environment and extends through administrative practices and the school environment to the special services that can be brought to bear in certain cases where behavior is so deviant as to require uncommon procedures. More specifically, teachers have a responsibility to become informed in the areas of child development and mental health so that they can make a maximum contribution in providing a healthy and productive classroom environment. Administrators have a responsibility for becoming well trained in these same areas and also in the area of supervision and administrative techniques so that they are sensitive to the needs of both pupils and teachers and can

thereby be effective in producing a desirable over-all school environment. Special service personnel need to become well trained in their own specialties, but they also need to become thoroughly familiar with the practical limitations of the school setting so that they do not expect from it what is unreasonable or impossible. Given well-trained and dedicated individuals in each of these fields of endeavor, the schools can make their maximum contribution toward good mental health and toward the solution of *most* of the problems of deviant child behavior—*most*, but not all.

Inevitably, some pupils offer difficulties which are demanding of community answers. In certain instances formal and informal community agencies offer direct aid in the solution of individual and family difficulties. Communities vary in this respect, but all offer some help. Perhaps the most difficult situation of all is that in which there is recognition by the schools of an abnormal and damaging home environment. The schools can gain an understanding of the nature of the problem through its effect on the child, but they cannot condone the resultant behavior just because they understand it. The special services of the school are enlisted in such cases, but they often find that their impact on the home environment is slight, and so the case moves to the appropriate community agency or agencies. Then the community agencies may discover that the family resents any intrusion into the home environment and little gain results. All of us can recall situations where society itself has played a vital role in creating monstrous problems for certain families, and community agencies cannot counteract these forces. Finally, legal restraints may be used to effect forced changes in the environment. Sometimes these forced changes result in great improvement, sometimes they have little effect, and sometimes they seem to result in further damage to individuals involved. Thus, the role of the court is a crucial one.

The net effect of all this action by school and community, including the court, may be simply a physical removal of the original offender from the situation where he may do great damage to others. This is a necessary and desirable function of the court. It would be helpful to the court, however, to be able to offer something constructive to the offender. It might be desirable to offer psychiatric treatment in a residential home. The opportunities in this direction are strictly limited. It might be desirable to offer a strongly supervised work experience for a young person aged 14 to 16. Because of current child labor laws, this is impractical in all but a few rare instances. It might be desirable to seek conservation-camp placement for a given boy who needs a well-controlled experience of this type. This is presently impossible in all but a handful of cases. Some communities are trying to work out a co-operative approach to hard-to-reach families in an attempt to break the vicious circle that seems to breed new problems. The fact is that society has not found suitable answers to many of these difficulties.

It is evident, however, that the schools cannot solve hard-core problems of this type by teacher-training or by administrative practice or by employment of special services. These kinds of problems are community problems and demand community solutions. A school can provide classes for emotionally disturbed children but these classes will not counteract home environment. They may afford some relief to regular classes because of removal of individuals with emotional problems, but they cannot alter all the forces acting on the child. A full-fledged community attack is needed on many of these complicated environmental situations.

If a school system has provided the best that it can afford in adequately trained teachers, administrators, and special-service personnel, it should not be hesitant about making the following statements publicly:

1. We can provide suitable educational opportunities for most but not all young people.

2. We do not believe that the public school is a proper agency to provide simple custodial care.

3. We do not believe the school is a proper agency to provide treatment in lieu of needed psychiatric or hospital care.

4. We need help in providing for the very small but very influential segment of the school population that cannot or will not utilize the educational program that this community is able and willing to offer.

5. We need far more financial and research support at both the state and federal levels to achieve even our limited goals.

If we really believe in public education it is high time we who are involved directly in it raised our voices to strengthen it—not simply by adding more courses in mathematics or science or language but in outlining more carefully the conditions under which good teaching in all subjects can take place. We are “sitting ducks” inviting the scattered shots of all manner of special-interest groups and misinformed but enthusiastic critics. We are in a better position than any other groups to point out ways of improving public education and to bid for public support to make this possible.

It is high time the “ducks” started quacking.



## One on a Seesaw: The Student Council Adviser

By MARCELLA DIMMICK

Hellertown, Pennsylvania

Of all the student activities found in the high school today, there is none that demands of its adviser more mature judgment or more tactful leadership than the student council. Since this is an organization that represents the entire student body, the council members are sometimes apt to feel a greater awareness of their power than of their responsibilities. If the council tries to exercise authority in matters that lie beyond its jurisdiction, it may be because the adviser has failed to give the members a good understanding of the real purposes and functions of a student council. On the other hand, if the adviser overemphasizes the limits of student authority and the veto power of the principal, he may soon find the organization suffering from a severe case of paralysis.

The student council adviser must be many things at once. He needs to be a juggler, capable of balancing several loyalties simultaneously; he must remain loyal to the administration and to the faculty which he represents, loyal to the council of which he is a member, and loyal to his own ideals. He must have the skill of a matador, at all times weighing his words and actions so cautiously as to

encourage purposeful activity without permitting too sudden a plunge into unexpected or forbidden areas. He must have the enthusiasm of youth fighting for a great cause, and the quiet acceptance of defeat when his own cause is voted down. He needs the patience of the wise parent who can stand by and allow the inexperienced to make some of their own mistakes; but he should also know when to intervene in order to avoid serious consequences. He must imitate the choral director who, without singing a note, can bring about the harmony of the whole student program.

The qualities of a good adviser are often paradoxical. He must have the respect of the student members, yet not expect them to honor his opinion on every subject under discussion. He must be a leader, but remain inconspicuous in the group. He must earn the confidence of the faculty as well as of the students, but not their blind acceptance of all his suggestions. He must retain his sense of humor, though he foresees problems ahead. He must hold to his firm belief in democracy while he watches it grope slowly and painfully toward the light.

# ≡ TRICKS OF THE TRADE ≡

Edited by TED GORDON

**STUDENT AUTOBIOGRAPHIES:** An instructor of English and social studies at Centennial High School of Compton, California, makes use of the tape recorder in his classes in the early weeks of the fall term to develop an orientation-guidance unit. Every member of his classes writes an autobiography. No names are signed. These are collected, and the ones from Period I are sent to another class for processing, while those from the other class are sent to the Period I group. Students read them carefully and decide which ones would make the most interesting class reports. Members of the class where the autobiographies are processed read the prepared material for tape recordings. These tapes are then played back to the class making them and also to the class where the writing has been done. While the tapes are being played, students listen carefully. Diction is watched and corrections noted. Content is also considered.

The teacher feels that, even though autobiographies are anonymous, the stories they tell help every student to understand the human relations problems of others and are therefore valuable for both group and individual guidance.—“The Measure of a Good Teacher,” Third Annual Conference on Good Teaching, California Teachers Association, Southern Section.

**MARK THIS!** Help prevent children from pulling out drawers too far and spilling the contents: Put a warning mark on the top edges of the drawers with red nail polish.—MRS. EDWIN PADDOCK, Los Angeles, in *Western Family*.

**A UNITED FUND:** Our elementary schools were always having drives for funds. Pupils came home asking for large amounts

because “all the other kids were giving that much.” Parents seldom knew what the money was for. There were also all kinds of sales and penny marches. We established a miniature United Fund within the schools. We formed the Dime-a-Month Club and circulars were sent to the parents explaining the method and purpose. We had a committee of teachers draw up a budget and funds were allotted to the various drives. Each month for eight months money was collected on a voluntary basis. This plan has been operating successfully for about the past fifteen years.—WILLIAM E. GILLIS, 137 Baxter Road, Hyannis, Massachusetts.

**HANDY REFERENCE NOTES:** At the end of each unit, glue in the textbook an envelope designated “Desk”; then on 3 by 5 cards place notes, special reports, appropriate teaching procedures, or needed book references. The cards are filed in the correct envelope and revised after the unit is completed the card retaining only valuable materials. Result: up-to-date material!—MARGARET AARON, Junior High School, Clarion Limestone, Clarion County, Pennsylvania.

**STRONG STUFF!** In parental interviews I invariably give the greatest possible status to the parent in the eyes of his offspring. If the parent is unkempt or odiferous or gives strong evidence of liquid fortification against his encounter with the school principal, I still manage to convey to the hapless violator of school regulations the impression that his parent is the salt of the earth. Perhaps it is dishonest in some instances but it always enlists parental support.—ROBERT WAYNE CLARK, Edison High School, Philadelphia 33, Pennsylvania.

# RECOMMENDATION 21

By JEAN WELLINGTON and C. BURLEIGH WELLINGTON

IN HIS RECOMMENDATION 21 for the American high school, James B. Conant has provided a powder keg strong enough to blow the schools wide at the seams. He suggests a required twelfth-grade course for everyone, under the broad topic of American problems. About this course he writes, "Current topics should be included; free discussion of controversial issues should be encouraged."\* This innocent-sounding statement has implications which could well set a whole school or even a whole town into chaos. In spite of this fact, many school boards are rushing to carry out the recommendation.

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## EDITOR'S NOTE

*Before James Bryant Conant wrote his study of the American high school, a perennial topic for discussion at educational meetings had been the matter of handling controversial issues in the classroom. Recommendation 21 of the Conant Report states in part: "In the twelfth grade a course in American problems or American government should be required. . . . This course should develop not only an understanding of the American form of government and of the economic basis of our free society but also mutual respect and understanding between different types of students. Current topics should be included; free discussion of controversial issues should be encouraged. This approach is one significant way in which our schools distinguish themselves from those in totalitarian nations. . . ."*

*It is the free discussion of controversial issues that the authors of this article find most controversial. They are staff members of the department of education, Tufts University, Medford, Massachusetts.*

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Real free discussion, Dr. Conant? Let us consider some of the topics and the results of free discussion. Religion, for example. Can the school allow free discussion about the merits of Christian Science, the ritual in the Catholic church, the lack of religious emphasis in our society? Or segregation in the South, for another example. Shall we discuss the moral implications? Or even something which seems cooler and less explosive: Shall we discuss governments and present the favorable aspects of communism? What if some student decides he might like to try communism?

Just imagine what the parents will say. Mrs. Martin will come running into the principal's office, her red hat askew on her head, pointing a finger and threatening everyone in sight. "My daughter has just told me that in school you dared to question the ritual in the Catholic church. Now she actually wants to examine other religions. Why I'll have this town by the neck for what you've done."

Quick on Mrs. Martin's heels follow Mr. and Mrs. Chase. "Mr. Principal, what is the meaning of this? My son tells me that one of his teachers wishes to include Negroes in this school. What is the world coming to? It's so appalling we couldn't believe it until we consulted our neighbors. They say it has been going on all year. We want our son withdrawn from that class immediately."

And finally in the long string of irate parents Mrs. Terry, usually so mild no one notices her, adds her word. "I am sorry that my daughter ever attended schools in this country. She actually wants to investigate communism. It is a sorry state of

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\* James Bryant Conant, *The American High School Today* (New York: McGraw-Hill Book Co., Inc., 1959), p. 75.



affairs, indeed, when such things come to pass in a democracy."

By this time the school should have blown wide open. Does Dr. Conant really mean free discussion? If so, such topics will surely be discussed because we know they are of concern and interest to young people, and they certainly fall within Dr. Conant's recommendation for current topics and controversial issues in American society. For this very reason we have kept them out of the schools. They are too hot to handle.

Or perhaps what Dr. Conant means is that teachers should allow "free discussion" which is not really free at all because the teacher will insist that the students draw conclusions which are "moral" or "democratic" or "good." These adjectives will necessarily be defined in the teacher's terms, since no two people agree on their exact definition. But when young Sandy decides she wishes to investigate communism, the teacher will be careful to show Sandy that communism is "bad" and neither "moral nor democratic," and therefore Sandy must stay away from it. Or if the group discusses population control, the teacher, thinking of several religious groups represented in the room, tells the group that such control is often considered "bad" and they had better forget it. We cannot believe this is what Dr. Conant has in mind because however you define it, it is not free discussion. Free discussion must mean that students discuss whatever American problems they care about and are concerned about, and that they discuss them freely and arrive at whatever judgments they care to make.

Do we dare allow this? We can envision teachers, almost all of whom have no training in group dynamics, leading such groups. Either they will be frightened to death of the implications and squelch any original thought so as to keep the discussion under control (and where is free discussion here?) or they will lose control and the students will sweep away the free discus-

sion and turn it into a bull session or even a brawl.

Even if we train the teachers in group dynamics so that they can adequately help students through free discussion, do we dare? What about all the hot topics and even hotter judgments of students? Any judgment a student makes, even though it is carefully reasoned because of good group dynamics, is a potential bomb if it blatantly disagrees with Mother and Father or the idealized picture of what good boys and girls ought to believe.

Frankly, we vote 100 per cent in favor of Conant's Recommendation 21, including free discussion of the most controversial American problems youngsters show concern about. But we vote this way only after careful consideration of the implications as outlined here. Therefore, we should like to suggest several conditions for this proposal which should lead to its helping students instead of creating havoc. First, there must be trained group leaders for the discussion. Only someone who understands group dynamics and has had experience with groups can lead in controversial discussion toward carefully reasoned conclusions. Only a trained leader can enter discussion without preconceived ideas of what group members ought to decide. Second, parents should know of the implications. They must be told in advance that controversial topics will be discussed freely and students aided to make reasoned decisions about them, but that there will be no direct attempt to tell them what they ought to believe. Third, the people who undertake this kind of discussion for their schools should decide if they have enough faith in young people and in the democratic process that they dare allow it to be practiced so that young people make their *own* decisions. If the policy makers do not feel this way, they will do better to reject Recommendation 21.

Again we say we vote completely in favor. We are convinced, after some experience with controversial topics in group dy-



namics, that here is one of the best ways to elicit careful, critical thinking. Thus we think Conant's Recommendation 21 would clear away for students much of their confusion about what they really believe on current issues in comparison to what they feel they ought to believe, and would give them an opportunity to think through to some judgments which they might put into effect to help this society of ours. Also,

learning through the democratic process should give them enough faith in it that they would be willing to use it. And finally, our experience with such groups has led us to increasing faith that given freedom within limits of the democratic process, young people will almost always arrive at "moral" and "good" decisions, which, because of the process, are meaningful and workable for them.



## Human Resources

By WILLIAM J. FOELKER  
Milwaukie, Oregon

What do the teen-agers in Japan think about us? Do the students in the schools of Brazil study the same things we study? Are all the people in Turkey Moslems? These questions are but a few of those asked and answered in the "student to student" approach to the use of human resources in class situations in some American schools today. The American Field Service program, instituted in 1947, has opened a door to knowledge and better understanding among many young people of the world by answering these and other questions that have been raised by students in the classroom. Through this door, students from more than forty-five foreign countries have taken part in American secondary schools located in many cities and communities throughout the nation. In exchange, American students from nearly every state in the Union have traveled to many distant lands, to study and live abroad. This method is a natural two-way exchange, whereby students from different lands learn to realize and respect the similarities and contrasts of their foreign brothers and sisters.

The statistics of the American Field Service (113 East 30th Street, New York 16, New York) show that from 1947 to 1959, 6,724 students came to live and study in America. From 1950 to 1959, 5,579 American students traveled abroad for the summer, while from 1957 to 1959, 271 American students spent an entire year in a foreign country. This is

only the beginning of an expanding program, and the increasing number of American Field Service students in our present schools encourages the possible use of this important resource.

The actual use of the exchange student in the classroom can be brought about in several ways. I have used them at Milwaukie High School to help introduce a unit of study in world geography classes and have also used their knowledge of a particular country as a culminating activity. The method used is not the most important thing but I do believe the utilization of the "student to student" presentation and general discussion that usually results from it is the more important feature. The willingness of the exchange student to participate is no problem, and during the three years that I have made use of the exchange student in my classes, I have never had the misfortune of a student not wanting to co-operate in this approach.

The history of the American Field Service's international scholarship program is one of success, and all future planning points to a continuation of this worth-while program, with the added number of students becoming more and more available to those who are wanting additional values added to their classrooms. Perhaps you would want to be one of those teachers who brings new interest to your students through the human resource of an American Field Service exchange student.

# Adolescent Value Standards

By HUGH M. SHAFER

WHEN TODAY'S WORLD HISTORY has been written, how will future generations characterize the mid-twentieth century? Will the expression, an era of decline, the age of frustration, a period of readjustment, the age of contrasts, the time of theory application, the age of change, or the era of reasons be appropriate?

Current society has witnessed many changes. No previous half century in history has been so filled with new developments as have the past fifty years. As a people, we have become accustomed to daily reports of inventions, novel developments, and new world records. The present generation has witnessed the first, human four-minute mile, the breaking of the sound barrier, the launching of man-made satellites into outer space, photographing the opposite side of the moon, safe return of living animals from outer space, successful study and exploration of the deep chasms of our ocean floors, and harnessing the atom, to mention only a few.

Sociologists tell us that one item in a list of criteria for judging the excellency of a people or a community is the amount of respect they accord their ancestors and the

value standards associated therewith. What then, one may ask, is the meaning of the present emphasis on breaking previous records by establishing new ones in their place? Does this practice brand the current generation as shallow and unappreciative of the records and standards of yesterday?

Let us examine a limited number of seemingly typical reactions of adolescents and adults in the U.S.A., 1960. A desire to do this was motivated by recent pronouncements which brand today's youth as a "new species"—a species uninterested in work, in intellectual activities, in assuming responsibility, and in elderly people, but extremely interested in status symbols, personal appearance, peer conformity, and ways of challenging authority.

A small committee of graduate students in the School of Education at the University of Pennsylvania who were studying problems of teaching in secondary schools were encouraged, by the writer, to try discovering the five things which individual pupils, in their schools, judged to be of greatest value. Fifteen hundred pupils representing grades 7 through 14 were involved in the resulting value survey. They came from predominately middle-income homes. The schools they represented were located in the Greater Delaware Valley and were within a radius of fifty miles of Philadelphia, Pennsylvania. Large-city as well as suburban and semirural schools were included. The pupils were rostered in either college preparatory programs, commercial curriculum, general curriculum, or a pre-professional curriculum, the last leading to dental hygienists' work. Subsequent to tabulating pupil responses, the committee decided to ask the same question of teachers in the schools represented, and also of parents. Only twenty-six teachers and

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## EDITOR'S NOTE

*Do adolescents and adults view the world differently? Is the understanding of our heritage differently seen by youth and adults? To some extent, says the author, but not to the degree that we might expect. The article reports a study made by a committee of graduate students at the University of Pennsylvania, where the writer is associate professor in the Graduate School of Education and major adviser to candidates for degrees in secondary-school administration.*

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twenty parents were included in the adult group. This number seems small until one realizes that the average teacher at the secondary-school level deals with well over a hundred pupils each day. Moreover, some of the parents included in the survey also are in positions which bring them in contact with a considerable number of adolescent boys and girls each day.

*Do Adolescent Value Standards Differ Greatly From Those of Contemporary Adults?*

Apparently they do not. Tabulated data from the survey revealed a clustering of choices for both adolescent and adult groups. In other words, the grouped data revealed that 57 per cent of all adolescent choices and 61 per cent of all adult choices were contained in only ten different values. These ten value responses were ranked in the order of the frequency of mention by the adolescent group and by the adult group. Then the ranked difference coefficient of correlation was computed to determine the relation, if any, between the rank order of the adolescent value standards and that of the adults. A coefficient of .76 was obtained, which is significant at the 2 per cent level according to the *t* test. This means that the close relationship which was discovered to exist between the ten value standards of adolescents and adults would happen by sheer chance no more than twice out of each 100 cases.

What are the values included in this grouping of ten most frequently mentioned? They are: home and family, education, friends and friendship, religion, security (including money), happiness, health, love, life, and life's work.

Home and family headed the list for both groups. Adolescents placed education in the second place, friends and friendship third, religion fourth, and security fifth. However, adults judged religion to be second in importance, health third, education fourth, and security fifth. Despite these slight dif-

ferences in relative position within the first five, it is important that four of the same values appeared in the first group of five for adolescents and adults alike. These top values are: home and family, education, religion, and security.

Another slight difference between the five things judged to be of greatest value by the two age groups is that adolescents named friends and friendship in their top five whereas adults included health in theirs. Beyond this, adults mentioned home and family, religion, and security more frequently than did the adolescent group as a whole.

In descending order of importance to adolescents, the values were: happiness, health, love, life, and life's work or a career. Adult values differed rather substantially from those of the adolescents in this second group of five. The younger group placed greater value on happiness and life, while the more mature adults placed relatively more value on health and life's work.

Despite these minor differences, it does seem that adolescent and adult value standards are more alike than they are different.

*How, If at All, Can the Slight Differences in Value Standards, Be Justified?*

The first slight difference between the adolescent and adult group appears to be in the amount of emphasis they gave to the two categories home and family, and friends and friendship. Twenty-five per cent more of the adults checked home and family. Several of the adolescents, however, were living in university dormitories where home, as it is commonly known, was less important at the moment. Moreover, 25 per cent more of the younger group mentioned friends and friendship. It seems that adolescents are attempting to gain status among their peers which tend temporarily, at least, to weaken home and family ties in favor of outside recognition and freedom. In contrast to this, the adult groups already have status in their homes and families and

perchance see less need for making new friends outside this close circle.

The American philosophy of education, which reflects a strong belief in the values of education, seems to be borne out by both groups, because education was included among the first four values mentioned by both groups and at the same level of importance. Security was a value which fell in the same general category as that of education, with a little more significance ascribed to it by adults than by adolescents.

More striking, however, was the difference between the two groups on the value of religion and happiness. Slightly less than four out of ten adolescents, in contrast to slightly over six out of ten adults, placed religion among the first four of their five top value standards. Conversely, slightly over one in ten adults included happiness, whereas approximately three in ten young people included happiness in their lists. Perhaps with the passing of years religion comes to have more significance to individuals and may well bring with it a measure of true happiness, whereas with a younger person, happiness may be more of a surface, fleeting type of a situation.

Both groups gave approximately the same rating to love, but not so with health and life. To the adult group, health was extremely important, being checked by 56 per cent of those responding, in contrast to 20 per cent for the adolescent group. On the other hand, 10 per cent of the adolescents checked life in contrast to less than 1 per cent of the adults. From these last two observations one might conclude that young people who are in school are associating life and health in the same thought pattern, whereas adults feel a greater need for keeping healthy, which within itself helps to sustain life. Therefore, it does seem that the slight differences in the value standards of these two groups can be explained and, to a degree, justified. By and large, the difference seems to stem in part from a problem of semantics and from different ways of

achieving the same desire, status, or situation.

### *General Conclusions*

Terms used by adolescent and adult groups for identifying values—the five most important things known to man in 1960—are quite similar if the findings of a small group, herein described, are typical and valid. Minor differences should not be overly disturbing to adults. On the contrary, it should be encouraging to mature individuals to observe young people seeking new methods of applying earlier basic concepts.

Obviously, the process of running is basically the same today as that used by man in prehistoric times or during the early days of the first Olympic games in ancient Greece. Moreover, when a heavier-than-air craft is flying three times the speed of sound, the same principles of flight are utilized as were demonstrated by the Wright brothers at Kitty Hawk some fifty years ago. The catapulting of huge stones over the formidable walls of ancient cities of the past in defiance of gravity represented an application of materials of that day to the same fundamental problem as that faced today by modern scientists when hurling rockets into outer space with modern propellents.

The present generation is not turning its back on the rich heritage of past generations. The interest in change and record-breaking activities today stems from a constant search for more appropriate ways of using the basic concepts which have been proved in the crucible of time. An understanding of this searching for better ways of implementing proved concepts of the past should aid adults in understanding the activities of today's youth, as they relate to the value standards of society.

It would seem that if there is a "new species" of adolescents in the land today it was conceived and nurtured by a new species of adults making up today's mature society.

# Better Speaking and Listening

By SAM BLOUNT and SALLILU H. CRAWFORD

MIAMI SENIOR HIGH SCHOOL, the oldest high school in Dade county, Florida, and one of the largest in the South, recently made an intensive study of the curriculum and school procedures for the purpose of improving its instructional program. Many problem areas were studied by the entire faculty. The following report is an account of the study made by the English group on "Oral Communication and Listening."

## I. Reason for Considering the Problem Area.

It became increasingly evident that a need existed for a school-wide program to improve oral communication and listening. Various faculty members, not teachers of English, said there often seemed to be very little carry-over in these areas from the language arts program to other classes. Furthermore, a meeting of students who had exceptionally discerning minds served to reinforce belief in the need for such a program.

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### EDITOR'S NOTE

*The authors are on the staff at Miami Senior High School (Florida, of course), where a faculty group made a survey on "Oral Communication and Listening." Mr. Blount teaches English 12 honors classes and Mrs. Crawford is curriculum assistant.*

*The report of the survey, which forms the basis of this article, is a compact set of recommendations for improving speech habits and listening skills of MSHS students. We thank Dr. Herbert Wey of the University of Miami for suggesting to the authors that they submit the manuscript to CH. We think that English departments in many secondary schools will find it helpful.*

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## II. The Status of the Area.

The committee felt that there was a need for bettering oral communication practices at Miami High because students are often inarticulate, unable to express themselves clearly or to make themselves completely understood in or out of school. It also believed that a campaign to improve this situation would be effective only if the entire faculty co-operated in maintaining standards of performance in every classroom. The art of listening, too, was often in a rather deplorable state. In an age dominated by the mass media of communication and by ever increasing numbers of sounds, the listener at an early age learns to insulate himself from all that is not especially fascinating to him; some of our students are perfectionists in this skill.

## III. Method of Procedure or Organization.

Realizing the futility of disseminating large quantities of highly technical advice for a school-wide program in oral communication and listening, the committee chose for its plan very basic and clearly understandable aspects of the problem. In a series of meetings, the committee members and selected students tried to sift out the most important items from a bewildering array of vital information. In oral communication, they chose these things as being worthy of constant stress in all subject areas at Miami High:

- A. No recitation should be acceptable unless it is audible. (When a student does not recite properly, it is easier sometimes for the teacher to duplicate the comment rather than ask the child to repeat; poor recitation habits result.)
  1. Students should face the class to recite.



2. Students should stand for a recitation of any length.
  3. Teachers should alert the students to the necessity of being heard by the entire class, not only by the teacher.
  4. Causes of mumbling should be attacked at the source (for example, lack of preparation, lack of self-confidence, limited vocabulary, and lack of enthusiasm).
- B. Students should be required to recite in complete sentences.
1. Avoid run-on sentences such as the "and" or "I mean" stringing together of groups of ideas.
  2. Avoid sentence fragments or trailing off into silence after the uttering of one or two words.
- C. Students should be required to articulate, or to shape their words clearly.
1. Round out "-ing."
  2. Sound final consonants.
  3. Pronounce the *th* and *wh* sounds.
  4. Avoid "y'll" and "yeah."
  5. Sound "ou" in "our."
  6. Avoid saying "sawr" and "idear" for "saw" and "idea."
- D. Students should avoid the following common grammar blunders.
1. Double negatives: "I'm *not doing nothing*."
  2. Subject-verb disagreement: "We was . . ."
  3. Errors in pronoun choice.
    - (a) Reflexive pronouns should not be used as subjects. "Jane and myself will be there."
    - (b) Compound usage does not change rules for pronoun choice. "They saw you and I."
    - (c) Double subjects are unnecessary. "John, *he* told me the assignment."
    - (d) Objective forms cannot modify. "I *lost* them papers."
  4. Unnecessary repetition. "This here" and "Where is it at?"
  5. Use of "real" for an adverb.
- E. Students should avoid trite expressions and slang in classroom situations. Terms like "guy," "hunk," "neat," "cool," "had a ball" are not appropriate to class recitations.
- F. Teachers will help students very much by encouraging them to be conscious of correct and clear oral communication.
1. Try to include opportunity for more oral presentation of student work.
  2. Aim for a balance between individual and group work to offset formalized classroom situations and too much teacher-talking.
  3. Aim for dynamic and interesting presentations of oral work.
- IV. *Method of Attack on Oral Communication.*
- Standards were mimeographed and distributed to the faculty and to each student. The five aspects of the problem were stressed over a period of five weeks, one separate problem being presented in a weekly mimeographed bulletin. The *Times*, Miami High's newspaper, carried feature articles and cartoons illustrating aspects of the committee's suggestions. The student council helped by making reports to each home room. The public address system and the blackboards were also used to bring ideas to the student's attention. Of course, the better part of the work was that of each faculty member as he required students to observe the standards.
- These were some suggestions for the creation of better listeners.
- A. The teacher should set a good example in listening courteously and critically.
  - B. At some time early in the school year the teacher should discuss with his class the traits of the good listener. Simple items of the talk should include the posture, eye contact, and facial expression of the listener.
  - C. Encouragement should be given each student in note taking, at the same

time cautioning students not to write down every word said.

- D. In that many students have learned to assume that tests will be given only on materials out of their textbooks, frequent quizzes should be given on what is said in class; otherwise, we could all sit at home and study. Classes should be held responsible for the teacher's many contributions to their knowledge.
- E. Listening to announcements and following instructions need more stress. We have pampered the students too much with endless repetitions. The importance of listening and remembering at a single hearing should be carefully emphasized.
- F. In connection with item C above, the teacher might well try to explain the structuring of his course materials and offer clues in the selection of the main ideas that are presented in lecture situations.
- G. The teacher should help the class detect faulty reasoning, hasty generalizations, and various propaganda devices.
- H. John Henry Newman, in an essay entitled "Philosophical Knowledge Viewed in Relation to Mental Acquirements," pointed out that education does not consist in the mere acquisition of facts. He feels that true enlargement of mind comes only when one relates these facts to what one already knows. The listener should constantly seek to accomplish this.

#### V. Recommendations.

Obviously English is the means of communicating in all areas and there must always be a speaker and a listener. All teaching would be better if we studied how we communicate and how we listen. Therefore, the committee recommended that basic groundwork in these subjects be laid at the beginning of each school year and that each teacher in all areas emphasize the suggested topics in all their classes.

#### LISTENING SELF-EVALUATION GUIDE

1. Am I seated where I can see and hear?
2. Do I sit erect while listening?
3. Do I give prompt attention when a teacher or student is ready to recite?
4. Do I start listening on the first sentence?
5. Do I listen with eyes as well as ears?
6. Do I listen until a speaker has completed a unit of thought before interrupting him?
7. Do I avoid distracting the speaker and other listeners to the extent that I might give the impression that I am not listening and not interested?
8. Do I assist my memory by taking notes on items too numerous or complex to remember?
9. Do I listen in order to get not only the central idea but also the supporting ideas?
10. Do I make mental summaries in order to evaluate both sides of a question?
11. Do I listen critically, with a view to improving my understanding?
12. Do I listen with particular care to those whose views differ from my own in order to test the validity of my own ideas?
13. Does my manner register respect and tolerance for the speaker, even when I heartily disagree with his ideas?
14. Am I selectively deaf to that which does not contribute to my purpose?
15. Do I detect faulty reasoning and hasty generalizations?
16. Do I detect propaganda devices?
17. Do I listen to assignments?
18. Do I listen to announcements?
19. Do I bear in mind that careful listening ultimately pays off in better grades, better attitudes, and better jobs?

#### SUBJECTIVE EVALUATION OF ORAL COMMUNICATION

1. Has standing to recite become a habit with your students?
2. Do you, as a teacher, find that less repetition of student recitation is necessary?

3. Do students automatically face the class to recite?
4. Are recitations more effective when the students stand to recite?
5. Do students make more effort to speak in complete sentences? Do they avoid stringing together ideas with "and"?
6. Do students pronounce words more distinctly?
7. Do students correct their own oral common blunders without a reminder from the teacher?
8. Are students using less slang in classroom situations?

## College Seniors Assist Teachers

By ROLLAND G. DUVAL

Williamstown, Massachusetts

An air of excitement whipped by seventeen teacher assistants hovered as educational atmosphere in the Williamstown, Massachusetts, High School last spring, the promising result of a new program jointly undertaken by Williams College and the local school committee.

The teacher-assistant plan here, modeled on similar programs at Amherst College and Harvard University, was investigated, studied, nurtured, and introduced by high-school principal Paul J. McDonald and the Williams dean of freshmen Harlan H. Hanson. It is designed to meet two specific objectives: to encourage well-qualified Williams seniors to enter the teaching profession and to relieve high-school teachers for concentration on planning and more effective teaching.

The by-product of high-school student stimulation created a dynamic learning situation which McDonald attributed to the college assistants' energy and enthusiasm. "They made our classes more lively and profitable for all concerned," McDonald declared.

Teacher comments solidify the impact of the program. One teacher reported: "A student who had not been heard from since September is now asking questions and taking part in discussion." Several teachers remarked that advanced work for their better students was being effectively channeled and guided. Others pointed to remedial teaching being done in small groups.

Inaugurated last February, following months of careful planning, the initial program had seventeen college students working with twelve teachers. Eight of the students worked in social studies, seven in

English, one in mathematics, and one in Latin. The seventeen Williams men were selected from thirty-five applicants.

In outline the program operates in this manner. A college senior is assigned to a teacher in his field. With the teacher, the collegian works out a schedule which calls for approximately seven hours' participation a week. The program must provide the senior with a broad sampling of teaching experiences. After a period of observation in techniques, the teacher then allows the assistant to prepare, plan, and present a lesson. The student then follows through by preparing assignments, correcting papers, planning and executing remedial work for individual students, preparing and guiding selected students in advanced study areas and the use of research tools such as the library, directing extracurricular activities, and participating in faculty committee meetings and discussions.

In a preliminary evaluation after one month in the Williamstown system, the objective of encouraging liberal arts collegians to enter the teaching profession was being achieved. McDonald in a report to Superintendent of Schools Francis V. Grant and the school committee noted that "the boys entered the program with tremendous enthusiasm and that enthusiasm remained high with fifteen of the seventeen boys."

Nine senior comments bolster the achievement valuation. One was interested in returning to Williamstown to teach. Four indicated they would definitely enter the teaching field. Four others who displayed excellent teaching potential were interested but they had not made up their minds.

# Teaching Expository Writing

By ERWIN R. STEINBERG

WHEN ENGLISH TEACHERS gather to discuss the teaching of expository writing, one may hear them explore a broad spectrum of topics: grammar, linguistics, usage, organization, punctuation, rhetoric; the personal essay, the autobiographical theme, the book review, the description; standards of grading. . . . But we seldom explore the one inadequacy of writers that probably leads to more bad writing than the faulty pronominal reference, sentence fragments, and dangles that we deplore so earnestly in our classrooms and slash at so bloodily in our students' papers. This inadequacy is the failure to consider the audience for whom one is writing.

A year and a half ago I was asked to investigate the communications problems of the engineers in one of the largest manufacturing companies in the United States. Working full time for two months, I interviewed a sample of seventy engineers at the

company's different plants and laboratories. Half of them were supervisors and managers, men of position and responsibility, who had anywhere from five to five hundred engineers working for them. The other half were relatively recent college graduates, who had earned their degrees from one to five years before. Experienced or inexperienced, however, they exhibited remarkable agreement on the three major shortcomings of the writing and speaking of the engineers in their company: (1) failure to consider the audience; (2) wordiness; (3) inadequate organization.

They were almost unanimous on the first item (although, of course, they expressed it in various ways). What, specifically, did they mean by "failure to consider the audience"? To broaden the application of this concept, let me offer two blatant examples not written by engineers; for this is a problem for *all* writers, not just writers of scientific or technical material. (These are actual letters, though personal and organizational names have been changed to prevent embarrassment.) The writer of the first letter was a high-school graduate of at least average intelligence.

GENUNG MANUFACTURING COMPANY  
4876 FIFTH AVENUE  
PITTSBURGH 45, PENNSYLVANIA

April 15, 1957

Mr. Thomas W. Crosby  
Short Beach Chemical Company  
376 Fosdick Avenue  
New York, New York

DEAR MR. CROSBY:

With reference to your letter of April 1 in which you inquired as to the approximate cost for reconditioning the thermostat supplied with your order No. A 6a6 for a specially designed cooling system for the Short Beach Chemical Company Laboratory, we have contacted the factory from which we obtained the thermostat and they advise

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## EDITOR'S NOTE

*The theme of this article is that the major weakness of expository writing—and perhaps all writing, for that matter—is the failure to consider the audience. To put it in the form of a question, "Is what we write written so that the persons who read it will clearly understand what we have written?" Naturally, writing with the audience in mind includes emphasis not only on clarity but also on tact and sentence structure. If you read the sample letters in the first part of the article, the importance of clarity and tact is made evident.*

*The author is head of the department of general studies of the Carnegie Institute of Technology, Pittsburgh, and has served for eight years as communications consultant to industry.*

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that they do not wish to have anything to do with repairing it, due to the fact that it is not practical and the expense would be exceedingly high. Therefore, since it was not our thermostat and is not repairable, we also do not wish to have anything more to do with it. It is being returned to you this date.

Thank you.

Very truly yours,  
FRED PETERS  
Order Service Department

It evidently never occurred to Peters that his next-to-last sentence was offensive. There are other things wrong with the letter, of course: the unnecessarily long first sentence for example, and the clichés. The letter almost lost a customer for the Genung Manufacturing Company, however.

The writer of the next letter was even less sensitive to his reader:

Moly Steel Corporation  
1722 Titanium Street  
Pittsburgh 17, Pennsylvania

Attention: Public Relations Officer

DEAR SIR:

I am presently entering my senior year as a student at Johnson Institute of Business Administration and I am now in the process of planning my graduation thesis: an analysis of the steel industry in the United States.

I have about six months to complete this thesis, but I have already started some basic research on it.

I would appreciate any and all information and assistance you would be able to give me in reference to all the facets of the industry, barring none.

When considering this request, please remember that this is a college thesis, and not a high school Science Fair project, and that the calibre [*sic*] of the source material should be commensurate with what the finished product should be.

I would also appreciate any information in relation to whom I should contact at the various company levels for more specific information.

If this letter is not being processed by the official whose job it is to process this kind of request, I would greatly appreciate if it would be forwarded to the proper authorities.

Sincerely yours,  
JOHN E. BOYD

When Boyd wrote that letter, he was completing his sixteenth year of schooling.

Presumably for at least eight of those years he was receiving instructions in writing at some level of sophistication. His arrogance, however, indicates that nowhere did he learn that readers are people too.

These are not isolated instances. In our work in industry, my colleagues and I turn up such letters regularly. But this is only one aspect of the problem, and the least difficult aspect for us to solve. Occasionally a bitter or callow student or member of a writing seminar in industry will defend such writing with statements like "if he can't take the truth, he'd better learn" or "I'm only giving the facts; why should I have to soft-soap him?" Most people see rather quickly, however, that there are ways of stating a set of facts honestly without being servile or being aggressive. A little work with connotations and levels of usage helps them to understand how to adjust the tone of their writing so that they can refuse a request or ask a favor without outraging their reader.

The more difficult aspect of the problem is getting people to see when they are writing about their own work that their reader does not know as much about their subject as they do. Too often they know so much about what they are writing, understand its intricacies so well, and are so impressed with its importance that they overwhelm the reader with detail and technical terminology. Without realizing it, perhaps they assume that he has as much competence in the area as they themselves.

This may be a little hard for English teachers to believe, but it is true. When our students are with us, they know less about the subjects they write about than we do. When we read their papers, we correct their facts almost as often as we correct their grammar or make suggestions for the improving of their sentence structure or their organization. We forget, however, that when they leave school for business or industry, they very quickly become specialists. It is the unusual undergraduate student of



electrical engineering who knows more about any aspect of that field than does one of his professors. But when that young man graduates and takes a job, he is assigned to a problem. And after working with it for a while, he very quickly gets to know more about it than people who have not worked on it. In just a few months, then, he changes from a person who has always written to people who know more than he about his topic to a person who must write to people who know less than he about his topic. No wonder he is often ill equipped for the writing he must do on the job. The training that he has had in writing has not prepared him for it. It has taught him rather that if he explains something clearly as he understands it, his audience will understand it also.

But look at the writing and speaking that a person on the job must do. Our young engineer, after spending two months examining heat sinks for cooling transistors, must write a report that will be understandable not only to his supervisor and his department head, who, although they know a lot about transistors, may know little about heat sinks. It must also be understandable to members of management *who are not engineers*. A doctor, explaining a medical problem to a patient, has something of the same problem: he must explain a highly technical problem to someone who has had neither his training nor his experience. A lawyer, discussing a case with a client, faces the same problem, as does an accountant discussing tax procedures with his client, an architect discussing building problems with his client, a clinical psychologist discussing a personality problem with his client—or a structural linguist explaining suprasegmental phonemes to his students. In any of these fields a person may be superb technically; but unless he can communicate with laymen, he probably will not be “a success.” For he must communicate much more frequently with laymen than with other spe-

cialists in his field. And, furthermore, while communicating with other specialists may improve his professional status, it probably will do little for his income; for that he derives from his clients (or, indirectly, from his students). If they do not understand his ideas, they will not “buy” them—no matter how good they are. (It should also be said that if he cannot communicate with laymen, he may well not be able to communicate with his professional peers either.)

Lest I give the impression that only members of the so-called “professions” face this communication problem, I should like to provide evidence from trade journals in other areas to show that it is a problem faced by anyone who must communicate. An article in a business magazine of repute, for example, warns its readers: “Foot-in-mouth techniques of talking to employees result in garbled communication. They result, too, in decreased productivity and lowered morale.”<sup>1</sup>

An article written for purchasing agents tells its readers:

The effectiveness of departmental reports and the attention they will receive depends largely on the manner of presentation. Here are eight principles to be observed:

(1) *Pertinence.* Reports are instruments of communication, not an end in themselves. They should be confined to subjects that are directly helpful to management in keeping its finger on the pulse of the business and in making policies and decisions. As indicated above, there is much in the day-to-day activities of purchasing to fit into this pattern without straining for subject matter or diluting the essentials. All extraneous matter, and details of interest only to purchasing, should be rigidly excluded.

(2) *Summary.* Management is interested in the broad picture, in results, not details which it has delegated to a department. The figures that help management are the summary figures, intelligently classified. It must have confidence that the summary is supported by more detailed data that can be produced if necessary. The best evidence of this is the selectivity and organization of the information in

<sup>1</sup> Robert Newcomb and Marg Sammons, “The Sins of Employee Communication,” *Dun’s Review and Modern Industry*, Volume LXIX (April, 1957), p. 44.

its significant, summary form—an attribute of good managerial ability in the reporting department.<sup>3</sup>

An article aimed at men in advertising agencies tells them:

Good reporting, I feel, involves 4 points:

1. Know your client;
2. Test various methods of reporting before you choose any one;
3. Don't get into a rut—be flexible enough to make changes when they seem necessary;
4. Give lots of thought to the problem of reporting.

By following these points, we'll never have to say: "We did a sensational job, but the client didn't know it."<sup>4</sup>

The words may differ from one article to the next, but the message is the same: consider the audience when you write.

What implications does this have for the English teacher? Certainly it does not mean that he must give up teaching everything that he has taught in the past. It does mean, however, that he must shift his emphasis.

As an example, let us suppose that a class has just finished reading *The Adventures of Huckleberry Finn* and that during the class discussions of the book the students disagreed over its merits. An alert teacher would probably seize on such a situation as the basis for a writing assignment: "Write an essay telling why you think that *The Adventures of Huckleberry Finn* is or is not an 'adult' book." After the disagreement in the classroom, each student should be well motivated to express his point of view. This, certainly, is using the student's own interests as a basis for writing. Quite right. But for whom is the student writing the essay? Who is the audience? The unconscious—or perhaps conscious—assumption, of course, is that the essay is addressed to the teacher. And so we have

the same old problem: the student is learning to write to someone who knows more than he does. Furthermore, he assumes (quite properly) that his reader will approach his essay objectively and dispassionately. In this most ideal writing situation, it is no wonder that he often produces a hothouse flower. Adding a dimension to the assignment, however, poses a much more realistic problem for the student: "For a member of the class who disagreed with your point of view, explain why you think that *The Adventures of Huckleberry Finn* is or is not an 'adult' book."

It would be very nice to report that specifying an audience for each writing assignment is all that is necessary and that the students see quickly what is involved. But, of course, no English teacher really expects writing problems to melt away so conveniently. Most of the class, in fact, will either not recognize the added dimension or will not know how to cope with it. The teacher's work will have just begun. After working through the pack of papers, he will bring them to class in a scene something like this:

TEACHER: I'd like to talk about these papers you turned in last Wednesday. I've read them (*groans and sighs from class*), and I have some questions. To start, would someone tell us what the problem was?

STUDENT 1: Well, we were supposed to write about whether we liked *The Adventures of Huckleberry Finn*, or not. . . .

STUDENT 2: No, that wasn't it! Mary said that she thought that *Huckleberry Finn* was a kid's book, and we got into a pretty hot discussion about it. At the end of the hour, you said that we should think about the problem a little and then write our own point of view.

TEACHER: Is that all?

STUDENT 3: They've left out an important part of the problem. It was to be an explanation for a member of the class who disagreed with our point of view.

TEACHER: Is that important?

<sup>3</sup>Stuart F. Heinritz, "Purchasing Reports to Management," *Purchasing*, XLV (September 1, 1958), p. 65. The other items are: (3) Comparison, (4) Graphic Methods, (5) Interpretation, (6) Projection, (7) Recommendations, (8) Frequency.

<sup>4</sup>Norman Weissman, "The Case of the Good Report," *Advertiser's Digest*, April, 1959, p. 26.

STUDENT 3: It certainly is! You wouldn't approach the explanation the same way for a person who disagreed with you as you would for a person who was probably going to agree with you!

STUDENTS: (*General noises of assent*)

TEACHER: All right!—let's back off a bit now. What is the first step in attacking the problem?

STUDENT 4: Well, we had to think over our ideas on the subject and come to our own conclusions first before we could explain them to someone else. I took notes and went back to the book, and I found that Mark Twain handled some pretty important ideas in his book—ideas that we are still involved with; and I certainly don't think *Huckleberry Finn* is just a kid's book!

STUDENT 2: That's right! The development of Huck's feeling about Jim and the struggles he had with himself about whether to turn him in or not. . . .

STUDENT 5: Yeah, but what about all that nonsense with Tom Sawyer at the end?

TEACHER: Let's not go through all that again! We'll read papers with both points of view. The case will be won or lost by how convincing it is on paper. That's generally the way it happens on the job, so you better get prepared for it now! Now, let's assume that you have decided that *Huckleberry Finn* is an adult book that handles an important problem. What would be your next step?

STUDENT 4: I gathered my evidence next. I made a list of all the things that I could think of that would support my point of view. Then, I went over the list and combined some of the items and threw some out because they were trivial or just repeated.

TEACHER: Then, were you ready to begin writing?

STUDENT 4: No, I had to figure out my audience.

TEACHER: How did you do that?

STUDENT 4: I made a list of all the arguments on the other side first. . . .

STUDENT 1: That's a good way to do it. I didn't think of that. But I did try to put myself in Mary's place. She was the one that said that *Huckleberry Finn* was a child's book, and I figured that the best way to overcome the objections to the book on that score would be to keep a specific objector in mind. I had a pretty good picture of Mary in mind. You remember how excited she got the other day. She even pounded the desk a couple of times.

STUDENTS: (*Grins, chuckles, acknowledgements, etc.*)

STUDENT 3: That was the hardest part of the problem for me. I knew what I thought and believed, but I had the darnedest time trying to figure out how to explain my point of view to someone like Mary without getting her excited.

TEACHER: What's wrong with getting her excited?

STUDENT 3: Well, if she got excited she certainly wouldn't listen to my side of the argument!

STUDENT 4: I was talking to my dad about this problem of presenting an argument over the weekend. He says that sort of thing comes up in business all the time. Dad says he often knows what he wants to say, but the big problem is how to say it to a customer who may not care or want to hear it.

Obviously this is an unusual class, available only in the pages of *The Clearing House*. The pace in a regular class will be much slower. What happened in the class above in just a few minutes will take hours or even weeks in a normal classroom. And even after the students have recognized the problem and verbalized the solution ("consider your audience," "write to your reader," "keep your reader in mind at all times"), they will pay lip service to it but fail to apply it in their writing. With each assignment the teacher will have to go over with the class the same ground from the point of view of the particular reader con-

cerned, reading papers which "consider" the reader and those which do not.

Posing realistic readers for writing assignments requires ingenuity, but with practice the teacher can soon become adept at it. For example, rather than asking the class simply to write an explanation of why Eppie stayed with Silas Marner instead of going to live with her real father, the teacher can ask them to explain that situation to someone who has not read the book. Although the problem sounds simple, most of the students will fall prey to the Scylla and Charybdis of summarizing the entire novel or giving too few details. Instead of asking the class to explain Dickens' attitude toward the French revolutionists in *A Tale of Two Cities*, the teacher can have them write to a student a year behind them who is supposed to have said that he doesn't want to read the book because he understands that the author preaches revolution.

These particular problems may prove too difficult for the levels at which these books are read. They are offered simply as examples. Each teacher should adjust the readers she assigns in her writing problems to the ability and sophistication of a particular class, just as she adjusts her teaching.

Discussing a piece of writing from the point of view of how well it is suited to the reader for whom it is intended has a further virtue: it can provide a framework

for the entire writing program. For once the teacher persuades the students to examine how well the writer communicates with the reader, he can help them to test the grammar, punctuation, organization, vocabulary, sentence structure—in short, every aspect of that piece of writing—by the same yardstick. The "rules" then become not a series of arbitrary prescriptions written by English teachers to bedevil poor students, but rather a set of guidelines to help writers accomplish their purpose.

Considering the audience in writing and speaking is already vital to most graduates of professional schools, colleges, and two-year technical institutes and junior colleges. They cannot learn to do so at the last moment, however. They must learn it as they learn to write. That means that they should start in high school, at the latest.

The need for teaching this concept will increase. As our society becomes more complex, as business becomes more highly organized, as companies get larger, as industry becomes more technological, and as we deal more and more with other countries, politically and economically, the need to "consider the audience" will become increasingly more important. In the future it will become even more important than it is today that every citizen—and that means every high-school graduate—understand and be able to apply the concept.



## Delinquency and the Community

The community will face its responsibility to delinquent children only when it sets up systematic techniques to uncover these children at an early date, to study and diagnose their needs, and to utilize all the community's resources in helping and treating them. This . . . must be a . . . scientific search for vulnerable children and for children who need help. This must be followed by a program of aid in

which all the professional personnel in the community take a positive point of view, and combine, through effective teamwork, to help the individual deviate child. Only when such help is forthcoming to all deviate children, including the delinquent, can we truly say that we have achieved universal education in the United States.—WILLIAM C. KVARACEUS in the *Journal of the Florida Education Association*.

## EVENTS AND OPINIONS

**INTELLIGENCE AND GERIATRICS:** The brighter you are, the less you decline mentally as you grow older, a Duke University psychologist reported to the delegates to the International Gerontological Congress which met last summer at San Francisco. Dr. Carl Eisdorfer arrived at this conclusion after completing a four-year study of the mental ability of a group of persons sixty and older. It has long been known that a person's mental powers usually increase until he reaches his late twenties and then start to drop. Why this occurs has never been established. However, Dr. Eisdorfer's findings showed that if a person at sixty has an I.Q. of 116 or more—about one person in seven does—his mental ability drops off very slightly as he gets older. A gradual, but moderate decline affects those with an I.Q. between 86 and 116, and about seven out of ten Americans fall into this group. However, a marked drop in mental ability is apparent with those having an I.Q. of 85 or below and 15 per cent of the adult population are in this category.

This study also showed that older persons in the upper level of income had a slower rate of decline in mental ability as they grew older, probably due to the fact that they had more formal education than those in the lower income brackets.

This sustaining characteristic of high intelligence is most interesting, and yet we are sure many classroom teachers have felt at times that mental attrition occurs earlier in life—say during the secondary-school years.

**AMERICAN YOUTH AND FIVE REVOLUTIONS:** For the first time in history, almost anyone who keeps his mouth shut at work and shows up fairly regularly can make a decent living. That's Revolution No. 1.

Kids are marrying so young nowadays, that, as with a West Point cadet who takes his commission and his bride almost the same day, high-school diplomas and marriage go together. That's Revolution No. 2.

Women, who invaded the job market out of a sense of patriotic duty in World War II, are there to stay, and the economy would collapse without them. Revolution No. 3.

Compulsory military service is a fact of life for today's youth, unlike their fathers, and it has been adopted with an almost "indecent lack of public debate." Revolution No. 4.

The youth of the nation, impatient with parents who are living in the historical past, have taken the lead in the fight for minority rights. Revolution No. 5.

That list of social and economic upheavals, reported by Bernard Bard in the *New York Post*, was recited by Dr. Eli Ginzberg of Columbia University before a conference of high-school administrators. The good professor sounded off in a straightforward fashion on matters concerning youth in general and the five revolutions in particular. He said many high-school and college youth were ignorant of the forces that influence them. Ideas and trends have not "percolated" through. Young people are pushed and pulled, almost haphazardly.

On the job front, he said, the nation is in an era where devotion to a career is secondary to the pleasures of a house in the suburbs and maybe a boat at the marina. "In almost any semiskilled industry, a kid can step into a \$60 a week job, and go to \$70, \$100, \$110 without too much trouble. Just hop on the escalator, and keep your mouth shut, and show up," according to Dr. Ginzberg. Further, it is the odd ball, in the world of youth, who "wants to sweat"



or break the pattern. They see parents who live for weekends and vacations.

Early marriages have become an irreversible and universal trend, said Dr. Ginberg, and there is little the schools can do about it. "We can't combat this exhortation. Maybe the kids will observe some of the bust-ups and the idea will filter down that this isn't all it's cracked up to be."

The draft, he said, has been with us since 1940, but it has "penetrated only skin deep as far as the American public is concerned." Among youth, there is ignorance—and angling. "A large group figure the odds on how to beat the Army," remarked the professor, who feels the draft machinery is overloaded with loopholes, inconsistencies, and injustices. If the Army really needed the draft, it ought to be made equitable.

Youth, he said, caught both the white and Negro adult leaders "off base" with its call to battle on minority rights. And every bit of progress made, he added, will heighten demands for abolition of "the remaining demands" of injustices against minority groups. "People are looking forward, and especially the youth," he said. "They want to know where they are—and where they want to be."

**CLICHÉS FOR TODAY:** "Can verbalizers cross-fertilize at crossroads of the Space Age?" asks Fred M. Hechinger of the *New York Times*, who comments upon the serious rise of education jargon. He feels that professional phrasing obscures the meaning and thereby repels popular interest in and support of educational problems.

Here are some contributions for an abridged dictionary of educational clichés, according to Hechinger:

There have been changes in the curriculum, of course; but at least as dramatic are the words that describe them. The new way of teaching children foreign languages, for instance, by concentrating on speaking and hearing the foreign tongue, is now called "the aural-oral method," a term which,

when spoken and heard, defies comprehension.

In so radically new a field as driver education, which aims at "competency in traffic society," the curriculum demands the use of "driving stimulators and off-street, multiple-car facilities" to determine "to what extent the basic manipulative skills can be perfected in large group situations."

Gone is the World of the Atom. The challenge today is to educate for the complexities of the Space Age—without being panicked by the Russian Sputnik or any nonexperts of admiral's rank. (The up-to-date villain-cliché packs either contempt or ridicule for Vice Admiral Hyman G. Rickover, linked with an offer to have kindergarten teachers design better submarines.)

The definition of "critics" of education has been "re-evaluated": "Hostile critics" are those who say that Russian schools teach more mathematics and science; "friendly critics" (sometimes called "constructive critics") are those who say that the Russian schools are getting more money.

"The Three R's" about which there was so much fuss only a year ago are definitely passé. They have been replaced by "The Pursuit of Excellence." Students are no longer judged by their "peer groups"; they are compared with their "age cohorts," a beast-sounding term.

When a high-school teacher and a college professor talk to each other, what occurs is "articulation between two levels" leading to a "cross-fertilization of ideas."

The schools continue to be both "on the threshold" and "at the crossroads." But thanks to modern technology, they no longer "pass milestones"; they accomplish "major break-throughs." To sum it all up, one educator told an important meeting: "As we gaze down the road ahead into an unpredictable future with faith, courage, and steadfastness of purpose, may we pose some goals and present some challenges for the years ahead."

JOSEPH GREEN

# CLOCK AND CALENDAR

By JOHN O'BRIEN

A CHILD LEARNS to tell time when about seven years old. But does he? He learns to read a clock but not a calendar. Many secondary-school students cannot read time. Until a student can define "B.C." and "A.D.," "decade," "score," "century," and "millennium," and understands how historians count time forward since and backward before the birth of Jesus, he will not develop the time sense necessary to read history. He may memorize and repeat, "Caesar was assassinated in 44 B.C.," without knowing how many years ago Caesar was assassinated.

How do we develop time sense? Let us consider this matter using six major headings.

## I. DEFINITIONS

A. Decade	10 years
B. Score	20 years
C. Century	100 years
D. Millennium	1,000 years

Students can test their knowledge of these definitions by trying these questions:

*Question 1:* When, in 1863, Lincoln began his Gettysburg Address with the words, "Four score and seven years ago," to what year was he referring?

*Calculation:*  $1863 - 87$

*Answer:* 1776 (the Declaration of Independence)

(This question illustrates how the vocabulary of time of ten is overlooked. Though generations of students have parroted Lincoln's lines, how many have realized the meaning of his words?)

*Question 2:* If you lived a score, a decade, and three years, how old would you be?

*Calculation:*  $20 \text{ plus } 10 \text{ plus } 3$

*Answer:* 33

*Question 3:* How many centuries in a millennium?

*Calculation:* 1,000 divided by 100

*Answer:* 10

E. B.C. The initials to abbreviate the English words "before Christ," i.e., before the birth of Jesus.

F. A.D. The initials to abbreviate the Latin words "anno Domini," meaning, in English, "in the year of our Lord," i.e., after the birth of Jesus. A.D. does *not* mean "after the death of Jesus."

Confusion occurs because the initials "B.C." stand for English words, whereas "A.D." represent Latin words. Students often erroneously translate "A.D." as "after the death of Jesus."

## II. TIME CHART

The following chart has helped some students:

3d century B.C.	2d century B.C.
300	200
1st century B.C.	
100	
Birth of Jesus	
1st century A.D.	2d century A.D.
100	200
3d century A.D.	
300	

These questions will test the student's understanding of the chart:

*Question 1:* In what century was a person born whose date of birth was 150 years ago?

*Calculation:*  $1960 \text{ minus } 150 \text{ equals } 1810$

*Answer:* 19th century

## EDITOR'S NOTE

*Here is a different kind of article. It deals with history and yet concerns mathematics. We found it interesting to read because we made the computations prescribed by the text. Oh, yes! We forgot to mention the purpose of the article: to help secondary-school students read time. Now, do you know any more about the purpose? You better read it to find out. The author teaches history at Malden (Massachusetts) High School.*

**Question 2:** In what century will a person be born whose date of birth is 150 years from now?

**Calculation:** 1960 plus 150 equals 2110

**Answer:** 22d century

**Question 3:** Shakespeare wrote *Julius Caesar* about 1600. What century was ending? What century was about to begin?

**Answer:** 16th century was ending.

17th century was about to begin.

## III. THE YEAR ZERO

There is no year zero. This is important when studying a person such as Augustus, who lived before and after the birth of Jesus.

Let us repeat. There is no year zero. The year 1 B.C. became 1 A.D. at the stroke of midnight. A person born in 30 B.C. who died in 10 B.C. lived twenty years. But a person born in 10 B.C. who died in 10 A.D. lived nineteen years.

To check his grasp of this principle, the student can try time questions. Starting with three parts—age, date of birth, date of death—a time question provides two parts and asks for the third.

**Question 1:** A Roman named Roger, born in 10 B.C., died in 10 A.D. How old was he?

**Answer:** 19 years old.

**Question 2:** His brother Philip, who died when 46 in 11 A.D., was born in what year?

**Answer:** 36 B.C.

**Question 3:** Their brother Tom, two years older than Roger, died when 32. In what year did he die?

**Answer:** 21 A.D.

## IV. TIME CATEGORY TECHNIQUE

Some history textbooks include time category tests. For example: Decide in which of four periods of time, A, B, C, or D, each of the items 1-10 occurred.

## Time Periods

- A. Period 1: Administrations of Washington and John Adams, 1789-1801.
- B. Period 2: Jefferson's administration, 1801-1809.
- C. Period 3: Madison and the War of 1812, 1809-1817.
- D. Period 4: Monroe's administration, 1817-1824.

Items	Answers
1. Louisiana Purchase	B
2. Erie Canal	D
3. Burr-Hamilton duel	B
4. Seizure of West Florida	C
5. Alien and Sedition Acts	A
6. Missouri Compromise	D
7. Chesapeake Affair	B
8. Battle of Tippecanoe	C
9. Lewis and Clark Expedition	B
10. Virginia and Kentucky Resolutions	A

## V. SHUFFLE TECHNIQUE

To utilize the shuffle technique, prepare a list of men and/or events, arrange them alphabetically or at random, and ask the student to rearrange them chronologically.

Alphabetical List	Chronological List
A. American Revolution	J
B. Articles of Confederation	E
C. Columbus discovers America	L
D. Da Gama reaches India	I

E. Death of Caesar	C
F. Founding of St. Augustine	D
G. French and Indian War	N
H. French Revolution	F
I. Invention of printing press	K
J. Invention of writing	G
K. Jamestown	A
L. Jesus	B
M. Korean War	H
N. Magellan circles the earth	R
O. Spanish-American War	Q
P. Sputnik	O
Q. War between the States	S
R. War of 1812	T
S. World War I	M
T. World War II	P

The student's best approach to this type exercise is to select the earliest item and the latest, then work toward the middle. A minor scoring problem is involved, since one item out of place automatically causes at least two errors. It seems fair to subtract

half the prorated value for each error. On a twenty-item test, for example, each item would count  $2\frac{1}{2}$  points on a 100-point scale. Of course, a student who places the latest item first though he may arrange all other items correctly, fails to score any correct answers. An error of such magnitude, however, is unlikely.

#### VI. CONCLUSION

The development of a "time sense" is vital to the study of history. The encyclopedic man of the Renaissance had an advantage. We are victims of compartmentalized knowledge. Having studied Beethoven and Napoleon in separate classrooms, we fail to associate them as contemporaries. Surely in the secondary school the ability to name the century of any given year should precede memorization of dates.

## Motivating Your Students to Spell Better

By FRANK L. CHRIST

Baltimore, Maryland

Before your students spell better, they must want to spell better. And it is reasonable to assume that students will want to spell better when they understand the nature of the spelling problems, when they know what skills are needed for good spelling, when they are given a solution to their spelling difficulty, and when they realize the immediate rewards and penalties that are involved in spelling.

Here are six points that will motivate your students to become better spellers.

First, concede to students that English spelling is a mess. Explain to them how this mess came about. Briefly sketch the history of the English language. Show them with examples that English is a linguistic melting pot of Latin, Greek, Teutonic, French, Spanish, Scandinavian, Hebrew, Arabic, Slavic, African, and Chinese.

Second, make it clearly understood that after knowing all the rules for spelling, the necessary skills for good spelling remain a strong visual imagination and a good memory.

Third, insist to students that most bad spelling is a result of sheer carelessness and laziness. Convince them of the importance of proofreading everything that they write.

Fourth, suggest that students rediscover their dictionary and use it whenever in doubt of a correct spelling. Get them to understand that teachers and other professional people make constant use of their dictionaries.

Fifth, inform students that poor spelling will result in poor grades since teachers of all subjects place an extraordinary value on written accuracy.

Sixth, tell students that after graduation they will go on to college or into a world that will estimate their degree of literacy by their spelling.

Although your students won't stand in line after your incisive analysis of their spelling problems, some few may want to do something about solving them. Of the self-help texts on the market, the pocket book by Harry Shefter, *Six Minutes a Day to Perfect Spelling*, can be recommended to them as an inexpensive, dynamic, and student-tested text.

# ALASKA—

## Twentieth Century Frontier.

By FRANK T. ARONE

FREDERICK JACKSON TURNER, speaking of the bulletin of the Superintendent of the Census of 1890, mourned the end of the frontier in America. Since to him this was the source of certain characteristics of American democratic society, the termination of an ever extending physical boundary meant the end of the perpetuation of the inquisitive spirit, thirst for expediency, rapacity of material things, and the hunger for individualism. Thus it appeared that America had terminated its age of expansion, and was now on the threshold of an era of a less dynamic society.

Although it can be seen that the nineteenth century frontier of contiguous land had ended, this was not the end of the American frontiers or the energetic drives of its people. The twentieth century has reincarnated nineteenth century frontier

life in two noncontiguous additions of the United States—Alaska and Hawaii. However, of these two, the former more closely resembles the exciting and challenging interior of the United States that was peopled by the pioneers who pushed across the Alleghenies. Since World War II, Alaska has been peopled by men of different temperament, age, and interest, who have the probing spirit. The frontier environment, one-fifth the size of the former forty-eight states, has only 210,000 people living in 586,000 square miles. It is a frontier not merely because it is merely unbuilt and unpopulated but because its conditions are rugged and offer the challenges and rewards of a new nation. Lands of 160 acres can be obtained by those who will satisfy legal qualifications and apply muscle. Its rewards also lie in its frontier richness of resources. Approximately eight billion dollars have been removed in resources already from a land purchased for a little over seven million in 1867. Such an environment has imposed upon the twentieth century pioneers an individualistic spirit within a cooperative framework which is unsurpassed anywhere at present in the United States. Lastly, it resembles the frontier by its pride in learning and art. There is hardly a frontier town which does not boast about its opera house or its few cultural spots.

If an appreciative depth of the development of American life is to be inculcated in youth, the school must exploit this rich source of frontier similarity and contrast. Teachers have had few more opportune moments to present expanding dynamic America, for from 1789 to 1959 only thirty-five states sought admission to the union.

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### EDITOR'S NOTE

*Seward's Folly has turned out to be a lot of expensive real estate, a depot of huge natural resources, and our forty-ninth state in the Union. Yet most of us, teachers and students, know little of the land and people of Alaska. To be sure, we know where it is located and how large it is, and how much it costs for a shoeshine in Fairbanks. But most of us do not yet know many of the more important things about Alaska.*

*Here is a list of forty-nine free brochures and films. The compiler of this bibliography hopes that teachers and students will find the materials both useful and helpful. He is now on the faculty of the Teaneck High School, Teaneck, New Jersey.*

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The author has compiled the following bibliography with the hope that teachers will utilize these free sources in supplementing the present inadequate educational materials on Alaska.

Available from ALASKA AGRICULTURAL EXPERIMENT STATION, University of Alaska, Palmer, Alaska:

1. *Information for Prospective Settlers Concerning Agriculture in Alaska.*

This pamphlet describes the agriculture of the Matanuska-Anchorage Susitna Region, Tanana Valley, Kenai Peninsula, southern Alaska, Kodiak and adjacent islands, the Aleutian chain, and other areas. Excellent for high-school use.

Available from ALASKA AIRLINES, 595 Fifth Avenue, New York, New York:

2. *Alaska, Special Tours (1960).*

This is an excellent brochure on travel to Alaska. It describes a sixteen-day itinerary from which one can get an idea of the interesting tourist attractions in Alaska and costs. Included are excellent colored pictures. Good for junior- and senior-high use.

3. *The New State of Alaska.*

This forty-page colored booklet prepared by the Alaska National Banks of Fairbanks contains a 9-inch by 18-inch colored map, a description of south, central, west, and north Alaska. It also includes internal transportation, education, and resources. Ideal for high-school use.

Available from ALASKA DEPARTMENT OF FISH AND GAME, 229 Alaska Office Building, Juneau, Alaska:

4. *Alaska's Fish and Wildlife (1952).*

This is a fifty-nine-page booklet prepared by Clarence J. Rhode, Regional Director, Alaska, for the Fish and Wildlife Service, United States Department of the Interior (Circular 17). It includes the fish, mammals, birds, wildlife management, license require-

ments, trees and shrubs important to wildlife, range maps, and a good bibliography. Excellent for stimulating interest in Alaska for the male high-school student.

Available from the ALASKA LINE, P. O. Box 226, Valdez, Alaska:

5. *Discover Valdez, the Switzerland of Alaska.*

This is an illustrated folder which contains materials on exploration of Captain Cook, salmon streams, life in Valdez, and area maps. Excellent for junior high.

Available from the ALASKA RAILROAD, TRAFFIC DIVISION, P. O. Box 7-2111, Anchorage, Alaska:

6. *History of the Alaska Railroad.*

This eight-page printed material provides a good account of the development of this type of transportation in Alaska. Good for senior-high use.

Available from ALASKA SPORTSMAN, 2131 Second Avenue, Seattle 1, Washington:

7. Sample copies of the *Alaska Sportsman* may be obtained free of charge on request. From this magazine, excellent current materials can be obtained. For example, the August, 1959, issue included the following articles: "Lessons in Prospecting," "Main Trails and Byways," "Dog Sleds and Toboggans," "I Am an Eskimo—Aknik Is My Name," and others. Good for stimulating interest among male high-school students.

Available from DEPARTMENT OF HEALTH AND WILDLIFE, DIVISION OF HEALTH, HEALTH EDUCATION SECTION, Alaska Office Building, Juneau, Alaska:

8. *Dear Lucy.*

The experiences of a t.b. patient are told in this diary of a native Alaskan. The simple and illustrated work, prepared by the Alaska Department of Health and the

Alaska Tuberculosis Association, is good for junior-high use.

9. *Alaska's Health.*

Sample copies of this bimonthly publication, *Alaska's Health*, prepared by the Alaska Division of Health, provide medical developments in Alaska. Good for senior high.

Available from FAIRBANKS DAILY NEWS-MINER, Fairbanks, Alaska:

10. *Alaska, the Forty-ninth State.*

This factual colored folder, which gives the area, population, history, chief mountains, distance to Alaska from forty-eight states, meaning of its name, chief products, climate, national parks, and symbols, is well written. Also included is a 12-inch by 18-inch map. Good for junior- and senior-high use.

11. *The Study of Alaska—the Biggest, Most Fabulous Part of the United States.*

This is a reprint from *U. S. News and World Report* of July 4, 1958. It is an illustrated work and includes information on Juneau, the capital city; Anchorage, its biggest city; Fairbanks, military centers, and other cities.

Attached to the reprint are other articles such as: "What Alaska Is Like Today, What Its Future May Hold," "How the 49th State Will Change the U. S.," "Alaska: the Land of Opportunity?" and "How to Get a Homestead in Alaska."

Ideal for junior and senior high school.

Available from FEDERAL AVIATION AGENCY, P.O. Box 440, Anchorage, Alaska:

12. *Information on Transportation in Alaska (1960).*

This two-page material is an excellent but brief presentation on the use of the airplane within Alaska. Good for use in both junior high school and senior high school.

13. *General Information on Flying to and in Alaska.*

This six-page account prepared in June, 1959, gives the three most commonly used routes as well as flights within Alaska. Information on equipment for internal travel in Alaska is given. Good for senior high.

Available from FORTUNE MAGAZINE, Time and Life Building, Rockefeller Center, New York 20, New York:

14. *To Alaska through a Rugged Frontier.*

This five-page colored reprint lucidly portrays the difficulty of winter travel in Alaska. Pictures are shown of the Alcan Highway, convoy truck travel, Dawson Creek, Fairbanks, and a railroad trestle over the Peace River which collapsed in 1957. Excellent for elementary and junior-high use.

Available from GREATER ANCHORAGE CHAMBER OF COMMERCE, 304 G Street, Anchorage, Alaska:

15. *Data on Alaska.*

This material contains a poem on Alaska's flag, transportation, climate, national parks and monuments, Eskimos, history and government, population, agriculture, fisheries, mining, furs, forests, fish and wildlife, and physical features. Excellent presentation for junior- and senior-high use.

Available from the JUNEAU CHAMBER OF COMMERCE, 155 South Seward Street, Juneau, Alaska:

16. *Visit Juneau, Capital of Alaska.*

This pamphlet, prepared by the Chamber of Commerce of Juneau, contains plane, boat, and auto information on Juneau. Also included in the material is a brief but informative fact sheet (November 1959).

Available from NATIONAL DAIRY COUNCIL, 111 North Canal Street, Chicago 6:

17. *Alaska.*

This booklet, prepared by the Pacific Northern Airlines, contains information on agriculture, mining, natural resources, hunting, fishing, winter sports, national parks. Good for senior-high use.

18. *Hello from Alaska.*

This thirty-one page book written in 1945 and revised in 1953 was prepared by Mildred Celia Letton and Dwight Mutchler. It is a wonderful book, illustrated in color, with a history of Alaska in simple language. Excellent for elementary-school use.

Available from PAN AMERICAN WORLD AIRWAYS SYSTEM, 28-19 Bridge Plaza North, Long Island 1, New York:

19. *Pan American's Guide to Alaska (1959).*

This is a brief and simple presentation in a seven-page booklet. It includes the weather of Juneau, location, characteristics, population, size, capital, arts, banks, fauna, flora, food, language, religion, clothing, and sight-seeing. Excellent source for factual reference for upper elementary and junior high.

Available from STATE OF ALASKA, DIVISION OF TOURISTS AND ECONOMIC DEVELOPMENT, Box 2391, Juneau, Alaska:

20. *Alaska, Frontier for Industry (February, 1959).*

This twenty-page colored picture booklet prepared by the Economic Research Department, First National Bank, Seattle, contains the industrial base, military Alaska, forest products, petroleum and power, officials of the state, statistics on population, employment, wages, taxes, business, cities, autos, schools, banking activity, transportation, defense, fishing, industry, furs, minerals, forest products, land, fish, minerals, agriculture, and tourism. Ideal for junior- and senior-high use.

21. *Alaska Fact Sheet (November, 1959).*

This four-page booklet contains the physical features of Alaska, climate, people, history, emblems, agriculture, fisheries, mining, forests, furs, wildlife, cities, and additional possible sources. Excellent for senior high.

22. *Alaska, the 49th State.*

This sheet gives illustrated materials on the following: Alaska's flag, official bird, flower, and other interesting facts. Excellent for elementary school, junior high, and senior high.

23. *Alaska (1960).*

This six-page booklet, prepared by the Office of the Governor, includes history, size of Alaska, government, state officials, Congressional delegation, transportation, and geographic divisions. Excellent for senior high.

24. *Adventure in Alaska.*

The climate, hotels, transportation, highways, and significant dates in Alaskan history are discussed in this pamphlet. Its colored maps and pictures make it excellent for junior and senior high.

Available from LIFE MAGAZINE, Rockefeller Center, New York 20, New York:

25. *Alaska Thrives Amid Winter Gloom.*

This is a tear sheet from *Life* for January 26, 1959. The article contains material on how Alaska is able to carry on its normal activities and prosper in spite of the climate. Tear sheets from other issues of the same magazine include articles on "The Last Great U. S. Frontier" and "A Jubilant Land of Promise: Alaska Makes It as a State." Excellent for junior and senior high.

Available from UNITED STATES DEPARTMENT OF AGRICULTURE, Washington 25, D.C.:

26. *Exploratory Study of the Principal Soil Groups of Alaska (1951).* (Agriculture

Monograph No. 7, United States Department of Agriculture.)

This 138-page booklet prepared by Charles E. Kellogg and Iver J. Nygard contains definitions and names for the broad groups of soils in Alaska, the relationship to their environment, and the need for soil research in the state. On the back cover is an envelope which contains a map showing soil distribution. Excellent for senior-high use.

27. *Guide to Popular Floras of the United States and Alaska* (1956). (Bibliographical Bulletin No. 23 published by the United States Department of Agriculture.)

This is an annotated, selected list of non-technical works for the identification of flowers, ferns, and trees of Alaska which has been compiled by S. F. Blake. Excellent for senior-high use.

Available from the UNITED STATES DEPARTMENT OF AGRICULTURE, FOREST SERVICE, P. O. Box 1631, Juneau, Alaska:

28. *Sitka National Monument* (1959).

The United States Department of the Interior has prepared a folder on Sitka Indians, totems and arts, white traders, Battle of Sitka, growth of Sitka, features of monuments, and so on. Excellent for junior- and senior-high use.

29. *Glacier Bay National Monument*.

This folder, prepared by the United States Department of the Interior, includes glaciers, glacier recession and climatic changes, forest and wildlife, mountains, islands, and bays (revised 1957). Good for junior and senior high.

30. *National Forests in the Economy of Southeast Alaska* (October 16, 1959).

This work, prepared by P. D. Hanson, regional forester of the Department of Ag-

riculture, contains a seven-page description of the forests of this area. Good for specialized study in senior high.

31. *Alaska* (United States Department of Interior Geological Survey).

This is an excellent map showing the forest areas of southern Alaska. Good for senior-high bulletin boards.

32. *Pocket Guide to Alaska Trees*.

This sixty-three-page booklet, prepared for the United States Department of Agriculture, Forest Service, by Raymond F. Taylor (1950), gives the common names of Alaskan trees and shrubs. Good for senior high.

Available from the UNITED STATES DEPARTMENT OF THE INTERIOR, OFFICE OF TERRITORIES, Washington 25, D.C.:

33. *Mid-Century Alaska* (1958).

A 170-page illustrated booklet prepared by the United States Department of the Interior gives the geography, educational facilities, employment opportunity, health, industries, and resources of Alaska. Excellent for senior high.

34. *Mount McKinley National Park—Alaska* (revised in 1958).

This booklet includes glaciers, mountain climbing, climate, plant life, mammals, birds, fishing trails, how to reach the park, accommodations, camp grounds. Excellent for junior and senior high.

35. *Katmai National Monument—Alaska* (revised 1959).

The volcanic activity, forest and wildlife, fishing, and camping are discussed here. Good for junior high.

Available from the UNITED STATES DEPARTMENT OF THE INTERIOR, BUREAU OF MINES, P. O. Box 2688, Juneau, Alaska:

36. *Mining in Alaska* (revised April 9, 1959).

A five-page printed group of sheets by Kevin Kaufman, supervising commodity-industry analyst, Alaska District, Region I, describes topography, geology, and mineral industry of Alaska. Good only for high-school use.

Available from the UNITED STATES DEPARTMENT OF THE INTERIOR, BUREAU OF INDIAN AFFAIRS, Juneau, Alaska:

37. *The Alaska Native Hospital.*

The six-page booklet describes the medical services provided by the government for the native peoples of Alaska. Good for junior and senior high.

38. *Alaska Department of Health Work.*

This simply illustrated folder describes the sanitation and engineering services, health services for mothers and children, records and statistics, disease prevention, public nursing services, public health laboratory services. Good for senior-high-school use.

Available from the UNITED STATES DEPARTMENT OF LABOR, BUREAU OF EMPLOYMENT SECURITY, Washington 25, D.C.:

39. *Current Alaska Job Information* (January, 1960).

This is a two-page booklet which gives the job opportunities in Alaska. It discusses seasonal unemployment, job openings, demand for the worker with specific experience, costs of living comparable with those in the United States, information on homesteading, and an admonition to those desirous of traveling to Alaska in search of employment.

Good for senior-high use.

Available from the UNITED FOREST SERVICE, R7, Center Building, 6816 Market Street, Upper Darby, Pennsylvania:

40. *Alaska's Forests* (1959).

An eight-page booklet, it gives materials on the national forests, recreation, agriculture, homesteads, industrial plants, townsites, roads, trails, and forests of the interior. Also included is a map of Alaska which gives the distribution of hemlock and spruce. Good for junior- and senior-high use.

Available from the UNITED STATES WEATHER BUREAU, 24th and M Street, N.W., Washington 25, D.C.:

41. *Mean Temperature and Precipitation—Alaska* (April, 1959).

Within this material is an excellent chart giving the temperature and precipitation of specific areas of Alaska. Good for senior-high use.

42. *Local Climatological Data with Comparative Data, Barrow, Alaska* (1959).

This is a summary of the climatology of Barrow, the most northerly first-order station operated by the United States Weather Bureau. After a narrative summary, there are meteorological data for the current year, seasonal snowfall, and the month and seasonal degree days in chart form. Good for senior high.

43. *Climatological Data, Alaska* (annual summary, 1959).

This material, prepared by the United States Weather Bureau, contains average temperatures and departures from long-term means, soil temperatures, total evaporation and wind movement, and other information. Good for senior high.

#### FREE FILMS

44. *Alaska* (Aflf59) (16 mm., sound, 21 mins.).

This film shows Alaska's location on the polar air routes between the Soviet land and the United States. Alaska is seen as one of the most valued strategic spots. The



borrower who pays mailing charges and books well in advance can enjoy the film by writing to: United States Air Force Central Film Exchange, Air Photographic and Charting Service, 8900 South Broadway, St. Louis 23, Missouri.

45. *Alaskan Air Fortress* (SEP308) (16 mm., sound, 23 mins.).

The story of Alaska and its three major Air Force bases, Elmendorf, Eielson, and Ladd, are shown here in full color. The film shows man living in temperatures of 50 degrees below zero. The film may be obtained by writing to: United States Air Force Central Film Exchange, 8900 South Broadway, St. Louis 23, Missouri.

46. *Alaskan Holiday* (1955) (16 mm., sound, 22 mins.).

In full color, "Alaskan Holiday" depicts the beauty of Alaska for the individual who wants to investigate it as a vacation land. It shows the continual growth of Alaska in development as well as its productivity of land. If the borrower makes requests on school letterhead, books three weeks in advance, and agrees to pay return postage, he can enjoy the film by writing to: Allis-Chalmers Manufacturing Company (Tractor Group), Milwaukee 1, Wisconsin.

47. *Alaskan Patrol* (1957) (16 mm., sound, 28 mins.).

In full color, this film portrays the task of the Coast Guard on the Bering Sea Pa-

trol in the Alaskan area. It shows the protecting of the Pribilof seal herds, enforcing halibut fishing regulations, providing medical aid for Eskimos. The work of the Eskimo is shown. If the borrower books film one month in advance, agrees to pay return postage, he may enjoy the film by writing to: United States Coast Guard Commandant (CPI), Washington 25, D.C., or United States Coast Guard, Third District, Custom House, New York 4, New York.

48. *The Alaskan Railroad* (16 mm., sound, 25 mins.).

In full color, this film describes the freight and passenger operations of this railroad from Seward and other cities, such as Anchorage and Fairbanks. Scenes of wildlife are included. The film may be obtained if the borrower agrees to pay return postage and books three months in advance. He must write to: Alaskan Railroad, Mr. Edwin M. Fitch, special representative of the general manager, Office of Territories, Department of the Interior, Washington 25, D.C.

49. *Alaska's Silver Millions* (16 mm., sound, 30 mins.).

This is an excellent film on the catching and canning of salmon. It may be obtained if the borrower agrees to pay transportation charges and books two months in advance. He must write to: American Can Company, Home Economics Section, 100 Park Avenue, New York 17, New York.



It is foolish and misleading, perhaps, to tie an economic label on all human endeavor. Yet it may be pertinent here to point out that society spends more money for one year of teaching service from a woman than it does from a man, despite the single salary principle. The reason for this is simple: Only about 50 per cent of the women trained for teaching (at an average cost to the state of at least \$4,000) stay in the profession for as long as ten years. Seventy-eight per cent of them marry and drop out of teaching during the best years of their lives.—*Phi Delta Kappan*.

# Our English Students Are Private Secretaries

By

THE REV. ROBERT R. DEROUEN, S.J.

DO YOU WANT TO BRIGHTEN UP your letter-writing program? Have you found that some of your pupils find letter writing rather dull and somewhat difficult to do in an interesting manner? Maybe you will find some of the following ideas helpful. I hope so, for many suggestions in this magazine have helped me enliven a class, and I should like to offer these ideas in return, as a possible help for other teachers.

Jim Walters is a student at Rockhurst High School; he is seventeen and a senior. He has been completely paralyzed since he suffered a fracture of his neck in an accident a year ago August. Jim has been getting letters from many teen-agers across the country, and his mother has been making heroic efforts to get these letters answered. The task really is too much, since she has to take care of her son day and night. She likes to see Jim receiving letters, as they cheer him up considerably. The problem: how to get the letters answered.

In our English class we were studying

various methods of making writing more interesting. To teach some of these ways I thought it would be good to have my students answer Jim's mail. I asked Mrs. Walters about the project. She thought this would be fine, so I brought fifty letters to the next class and told the students about the great work I had in store for them. How would they like to be private secretaries? How would each student like to take a letter of a crippled boy and help him answer it? I explained that it was perfectly all right with Jim if each boy got a letter or two to answer for him, and I also explained how important confidences are and that they were not to be showing their letters to other students. This really did not cause any difficulty, as the students knew they were helping a completely paralyzed friend.

Then the fun began, and I mean real enjoyment. What had previously been a list of dry principles in the book suddenly took on new light and life: principles of how to make a sentence interesting, of how to make a sentence catch the reader's attention, and the like. Yes, these principles came into real life drama in the letters to other students across the country who had written Jim. I told the class that I would not allow a letter to be mailed that was boring, that had uninteresting sentences and paragraphs, that had as much as one spelling mistake or sentence fault.

Someone's hand was in the air. "But, Father, how can I make the letter interesting?" This is the question I wait for months to hear, and I delight in it completely when it comes from the class spontaneously. "How? Well, let's see. Doesn't rule such and such on page 35 give you a few ideas?"

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## EDITOR'S NOTE

*Here is a heart-warming human interest story of man's devotion to man and how high-school students played a role in contributing to that devotion. Read the last paragraph! It contains an open invitation to do for Jim Walters what Rockhurst students have been doing for some time. The story is told by author DeRouen, who at the time he wrote this article was a teacher of tenth-grade English, Rockhurst High School, Kansas City, Missouri. He is now teaching at Kapaun High School, Wichita, Kansas.*

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"Oh, we had that already!" "We have had it? No. The book had it. . . . not you!"

Letters went out at the rate of one a week for each student. Many answered Jim immediately and sent the private secretary a letter, too, and want to meet him via the United States mail! It's great fun, teachers. Maybe you know of a sick person who would really love to have the help of your fine class of young people who are eager, I know for certain, to help people who are suffering, people who can't write letters. Your classes will find English is really living this way!

Best of all, however, it will give you the great chance, a chance that is hard to find, of telling your youth that a particular sentence has to be interesting because it is going to be put into real life service immediately! So much theme writing, I have found, lacks the real life service in the eyes of the students. To them it seems that only teacher will read it, and that's the end.

Would your students like to write Jim? He lives in Kansas City, Missouri, at 7543 Oak Street. Yes, you will get an answer. The Rockhurst private secretaries will see to a response—and an interesting one, too.



## The Trump Plan

The center of attention is a report "New Directions to Quality Education." Its nick-name comes from author J. Lloyd Trump, who is summarizing four-years of experiments that he directed for the NEA National Association of Secondary-School Principals.

A "Trump-type" high school would schedule students for independent study on an average of 12 hours (40%) of the usual 30-hour school week. The planners are not thinking of silent-sitting in a crowded off-hours auditorium or cafeteria. They envision separate areas for independent reading, writing, listening, self-testing, recording, experimenting—even, thinking—in libraries, laboratories, shops, studios, and homemaking suites. To encourage the "now-more-independent" student to go beyond regular assignments, all of these areas are to be open late in the day, on weekends, and during vacations.

On teaching methods, the report becomes even more radical. Here are some of its striking proposals:

1. Large groups of 80 to 120 students would be brought together for introducing units, motivation, explaining concepts, exploring possible activities, planning resources, and summarizing. Even larger groups would be scheduled together to view television and films.

2. Small groups of about 15 students would meet for exchanging ideas, clarifying concepts, and

teacher-observation of student reactions.

3. Staffing would change, with more emphasis on team teaching than independent classroom instruction. Highly trained, experienced teachers would be the professional core responsible for organization, planning, and large group presentations. Instruction assistants (subject-trained housewives, beginning teachers, or college student interns) would fill-in part-time for specific assigned tasks. More clerical assistance, general aides, and outside consultants would be on hand to free the professional teachers for planning and for working with the students.

4. Present "required" and "elective" courses would give way to a basic course of study in all areas of knowledge, including the humanities, mathematics, science, practical and creative arts, and health and physical education. Time for this "basic education" would vary so that students could begin at age 12 with a few specialized studies and by age 18 give more than half their time to pursuing their own interests.

5. Grouping of students would be flexible. A student would move in stages (not grades or years) according to his rate of progress and readiness. Some students would start junior high school at 10; others not until 14. Some would complete high school in four years; others might take as many as eight years.—New Jersey Education Association, *Review*.

## BOOK REVIEWS

*Administrative Relationships: a Casebook* by JACK A. CULBERTSON, PAUL B. JACOBSON, and THEODORE L. RELLER. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1960. 517 pages, \$6.75.

*Administrative Relationships: a Casebook* is another excellent volume for educational administrators or budding administrators to add to their list of "must" readings. The book contains seventeen cases on school administration dealing with actual situations confronting educational administrators today. The case histories capture the attention of the reader and hold him as spell-bound as a top-level novelette full of life and drama arranged in an appropriate plot.

The case histories represent both a scientific process and a literary endeavor. As a scientific endeavor, each case represents a process of careful study and observation. As a literary creation, each case presents content so that it has interest and appeal in a form that is pleasing aesthetically. The cases contain data pertinent to such disciplines as psychology, political science, economics, and educational administration.

Students of educational administration at both the undergraduate and graduate level, as well as experienced administrators, can profit from the study of these cases. For the undergraduate, they serve to give a sense of reality, a sort of vicarious experience. For the graduate student with experience, they serve as a frame of reference or a body of organized thinking.

These stimulating cases can be used in many ways: as supplementary reading material, for in-service training, as the central and major course content, as a partial basis for a course, or for discussion outside the regular class period in smaller class sections or groups. The authors of this book are committed to the use of cases primarily as instruments of discussion. They believe that the unique and essential function of a case is to be expressed best through the interaction of class participants.

One of the chief values of this book is that the reader is introduced to a world of real people by eminent authorities representing different social science backgrounds where he is able to experience the administrative process with its power conflicts and group interrelationships. These specialists spotlight the principles, purposes, and techniques in a broader training for school administrators. The reader is given the opportunity to recognize and examine his

feelings and attitudes for what they are, and the chance for developing human-relation insights is presented forcefully.

Among the cases are: "The Rock and Roll Ruckus," "Salem Secret Societies," "The Valley City School Consolidation Issue," "The Case of a Tenacious Superintendent," "Greenfield Builds Its Third High School," "The Sword of Damocles," "A Coin Has Two Sides," "The Gifted Child Committee," "The Rotating Librarian," and "The Changing Curriculum at Southside."

CHARLES S. LOFTON  
Principal, Dunbar High School  
Washington, D.C.

*Democratic Educational Theory* by ERNEST E. BAYLES. New York: Harper and Brothers, 1960. 266 pages, \$4.75.

There are some present-day philosophers who maintain that the ideas of John Dewey are no longer an influence in educational circles. However, Ernest E. Bayles in his most recent book contends that "we have not yet caught up with him." He then proceeds to present a strong case for this assertion, adding much of his own astute educational thought, and comes up with a lively and provocative publication.

Building carefully and logically on much of Dewey's pragmatic thought, Bayles propounds a relativistic, experimentalist philosophy within the working framework of a democratic society. With this as a reference point, he defines democracy as "equality of opportunity to participate in making group decisions and equality of obligation to abide by them."

One may find little argument with Bayles's advocacy of "reflective teaching" for democratic education, but such problems as soaring enrollments, lack of qualified teachers, and shortage of facilities are almost frightening barriers. Again, while Bayles's learning theory appears sound, what about some of the most recent developments, such as teaching machines, massed films, and educational television? Are these a serious challenge to configurational psychology and learning theory?

While *Democratic Educational Theory* is not a book for the beginner in educational philosophy, it is an interesting exposition of the pragmatic-relativistic point of view. While serious students of the educational thought have long agreed that much of what Dewey stood for has

*Revised Edition ready shortly*

## Points for Decision

*A Guide to Help Youth Solve Their Problems*

By HAROLD J. MAHONEY Chief Bureau of Pupil Personnel,

*Connecticut State Department of Education*

and T. L. ENGLE Associate Professor of Psychology,

*Indiana University, Fort Wayne Center*

As a textbook for courses in personal or family living, in group guidance programs, and in individual counseling, *Points for Decision* helps many troubled students to face their problems honestly and develop desirable attitudes toward self and others. Among the problem areas considered are: friends, family, and social relations; boy-girl relations; physical and mental health; school achievement; choosing a vocation; education after high school; military service.

## World Book Company

Tarrytown-on-Hudson, New York

been misrepresented, there are those, like Ernest Bayles, who feel that many of his ideas have not yet received serious consideration. Accepting this challenge, Professor Bayles charges onto the educational scene with a flourish and convincingly adds some finishing touches to much of John Dewey's "unfinished business." Let the heads roll where they may, be they Idealist, Realist, or even William Heard Kilpatrick. My plaudits and hurrahs to men like Ernest Bayles. You cannot lay aside this book without being seriously challenged and stimulated in your educational thinking.

HAYDEN R. SMITH

Assistant Professor of Education

San Diego (California) State College

*Financing the Public Schools* by ROE L. JOHNS and EDGAR L. MORPHET. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1960. 566 pages, \$6.95.

The age-old problem of providing adequate support for our public schools has been intensely complicated in recent years by our tremendous population growth. This, along with the increasing public concern over the need for improvement in the quality of education, has created a demand for realistic help in coping with these problems. Professors Johns and Mor-

phet, in their scholarly, comprehensive, and well-organized book, have given educational leaders and the lay public a tool of significant value in this respect.

The book is easily classified into three parts, the first of which provides the background for a basic understanding of the concepts of economics and public-school finance. Some indicative chapter headings are: "The Educational Program," "Economics of School Finance," "Taxation and Sources of School Finance," and "Legal Basis for School Finance." The second section deals with sources of revenue and inter-governmental relations in public school finance. Chapter titles include: "Local Financing of the Schools," "State Provisions for School Support," "The Foundation Program," and "Responsibility of the Federal Government."

The final chapters summarize the fundamentals of financial administration and include such chapter headings as: "The Development and Administration of the School Budget," "Financial Accounting," "Spending and Safeguarding School Funds," and "Central Services of Business Administration."

Closing each chapter is a section titled "Current Problems and Issues." Each problem or issue is discussed thoroughly, with no attempt to give a final answer although the authors'



point of view may be discerned. These sections should promote thought, investigation, and discussion on these live issues.

This book is unreservedly recommended as a source of up-to-date basic information and concepts concerning the problems of school finance. It should be an invaluable aid to school administrators and to leaders in the field of public school finance.

JAMES F. O'BRIEN  
Principal, Clay Senior High School  
Oregon, Ohio

*Christmas Plays and Programs* by AILEEN FISHER. Boston: Plays, Inc., 1960. 344 pages, \$5.00.

For the P.T.A. or church program chairman, the elementary or junior-high-school teacher looking for a Christmas play for classroom or school program, Aileen Fisher's *Christmas Plays and Programs* offers a new anthology of material rich in the tradition and history of Christmas.

The teacher looking for Christmas legends, poems for choral reading, or songs for choral singing will find a wealth of new and lively songs and poems, and modern interpretations of the old legends. There are two delightful sections for the elementary teacher—one of games, the other of spelldowns—all pertinent to the season.

Almost half the volume is given to royalty-free one-acters—all but two requiring only one set, and those two use such simple sets that no production chairman would be hard pressed to stage them. Among the plays the only weak one is the first, *A Tree to Trim*, so anyone scanning the book would do well to skip the false cuteness of that and enjoy *The Inn at Bethlehem*, the sincerity of which, together with the realistic lines, breathes life into the simple drama of the arrival at the inn of carpenter Joseph and his wife Mary, and an awesome solemnity into the shepherds' questing the miraculous birth.

*What Happened in Toyland* has the most sprightly modern appeal, the sprite being Cos from the Cosmos. Embryonic spacemen in the audience will relish this. *Christmas in Court* presents the trial of Holly, Ivy, Mistletoe, and Christmas Tree—charged with being mere fripperies having nothing to do with Christmas. Their defense is enlivened with songs, dances, and interesting Christmas lore.

Two plays, *Calling All Christmases* and *Sing the Song of Christmas*, offer excellent opportunities for parading colorful costumes and for fostering internationalism. But if costumes are

hard to come by, the ingenious producer could stage either play as a radio studio program with the foreign singers on the air but unseen by the audience.

Libraries throughout the country, particularly school libraries, would be well advised to put this book on their lists of new acquisitions.

THEODORE W. STEWART  
English Teacher  
Washington Park High School  
Racine, Wisconsin

## Paperbounds Received

From BANTAM BOOKS, INC., 25 W. 45th St., New York 36, N.Y.:

*Collected Short Stories* by ALDOUS HUXLEY, 1960. 425 pages, 75 cents.

*Four Great Elizabethan Plays* with an introduction by JOHN GASSNER, 1960. 316 pages, 50 cents.

*The Golden Argosy* edited by V. H. CARTMELL and CHARLES GRAYSON, second printing 1960. 405 pages, 50 cents.

*Group Psychology and the Analysis of the Ego* by SIGMUND FREUD, 1960. 108 pages, 50 cents.

*A Hazard of New Fortunes* by WILLIAM DEAN HOWELLS, 1960. 429 pages, 75 cents.

*Joseph Andrews* by HENRY FIELDING, 1960. 288 pages, 50 cents.

*Life on the Mississippi* by MARK TWAIN, 1960. 312 pages, 50 cents.

*The Pearl* by JOHN STEINBECK, seventh printing, 1960. 118 pages, 35 cents.

*Quo Vadis* by HENRYK SIENKIEWICZ, 1960. 503 pages, 75 cents.

*Rats, Lice and History* by HANS ZINSSER, 1960. 228 pages, 50 cents.

*South Wind* by NORMAN DOUGLAS, 1960. 308 pages, 50 cents.

From NEW AMERICAN LIBRARY OF WORLD LITERATURE, INC., 501 Madison Ave., New York 22, N.Y.:

*And There Was Light* by RUDOLF THIEL, 1960. 384 pages, 75 cents.

*The Call of the Wild and Selected Stories* by JACK LONDON, 1960. 176 pages, 50 cents.

*The Death of Ivan Ilych* and other stories by LEO TOLSTOY, 1960. 304 pages, 50 cents.

*George Washington: Man and Monument* by MARCUS CUNLIFFE, 1960. 192 pages, 50 cents.

*Gulliver's Travels* by JONATHAN SWIFT, 1960. 319 pages, 50 cents.

*The New Mathematics* by IRVING ADLER, 1960. 192 pages, 50 cents.

*Ovid: the Metamorphoses* translated by HORACE GREGORY, 1960. 448 pages, 75 cents.

## GOVERNMENT FOR AMERICANS

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Beginning with the origin, structure, and functions of the federal government and continuing with state, county, and city units, the text thoroughly explains each level of government operation. Most significant, it presents the individual's responsibilities in a democracy and the individual's privilege to participate actively in the functions of his government. This distinctively prepared text is exceptional in its coverage, flexible organization of materials, development of understanding, and readability.

## ROW, PETERSON AND COMPANY

Evanston, Illinois

Elmsford, New York

Petronius: *The Satyricon* translated by WILLIAM ARROWSMITH, 1960. 192 pages, 50 cents.  
*Platero and I* by JUAN RAMÓN JIMÉNEZ, 1960. 128 pages, 50 cents.  
*The Red Badge of Courage and Selected Stories* by STEPHEN CRANE, 1960. 224 pages, 50 cents.  
*A Treasury of Early Christianity* edited by ANNE FREMANTLE, 1960. 511 pages, 75 cents.  
*War Commentaries of Caesar* translated by REX WARNER, 1960. 335 pages, 50 cents.

### Books Received

From PRENTICE-HALL, INC., Englewood Cliffs, N.J.:  
*A Course in Modern English* by CHARLTON LAIRD and ROBERT M. GORRELL, 1960. 278 pages, \$3.95 (paperbound).  
*Economics: an Introduction to Analysis and Policy* (3d ed.) by GEORGE LELAND BACH, 1960. 850 pages, \$6.95.  
*Fruit Growing* by G. W. SCHNEIDER and C. C. SCARBOROUGH, 1960. 307 pages, \$5.20.  
*General Climatology* by HOWARD J. CRITCHFIELD, 1960. 465 pages, \$10.60.  
*Health Values: a Text and Workbook* by CHARLES J. EBERHARDT and HYMAN KRAKOWER, 1960. 314 pages, \$3.95 (paperbound).

*Music for Study: a Source Book of Excerpts* by HOWARD A. MURPHY and ROBERT A. MELCHER, 1960. 182 pages, \$37.5 (paperbound).  
*Personal Adjustment, Marriage and Family Living* (3d ed.) by JUDSON T. LANDIS and MARY G. LANDIS, 1960. 384 pages, \$4.16.  
*Profitable Farm Marketing* by OBED L. SNOWDEN and A. W. DONAHOO, 1960. 403 pages, \$5.50.  
*The South in American History* (2d ed.) by WILLIAM B. HESSELTINE and DAVID L. SMILEY, 1960. 630 pages, \$8.00.

From RAND McNALLY AND Co., 8255 Central Park Ave., Skokie, Ill.:  
*Current History Review of 1959* prepared by the editors of *Current History*, 1960. 192 pages, \$4.95.  
*Good Digging; the Story of Archaeology* by DOROTHY and JOSEPH SAMACHSON, 1960. 224 pages, \$3.50.  
*The Real Nixon* by BELA KORNIETZ, 1960. 352 pages, \$3.95.  
*Road Atlas* (United States, Canada, Mexico), 1960. 113 pages, \$1.95.  
*Shots without Guns; the Story of Vaccination* by SARAH R. RIEDMAN, 1960. 232 pages, \$3.50.  
*Vacation Guide* (United States, Canada, Mexico), 1960. 193 pages, \$1.95 (paperbound).

# THE HUMANITIES TODAY

## TV & NEWER MEDIA

### *Suggestions for Teaching the TV Macbeth*

There are two kinds of greeting-card purchasers: those who choose cards that reflect their own spirit and those who pick cards to match the tone of the receiver. In either case, sending them is a source of satisfaction which the Hall-mark people have chosen to compound by investing a large share of their advertising budget in quality TV drama. Fortunately too, for teachers and viewers in general, they are willing to let their sales message tag along behind the sanguine boots of *Macbeth* instead of sponsoring some nice, popular show with, say, Bert Parks as host.

Filed last summer in color on location in Scotland, the *Macbeth* production (N.B.C.-TV, November 20) actually will be an example of pseudo realism. By that I mean that the original artist, Shakespeare, never intended that it be mounted in the castles of Glamis or Cawdor. He planned the play as a theatrical piece and visualized the performance in terms of the stage of his day. However, motion pictures and television (and it is reported that this "Hall of Fame" production will be released in Europe in motion-picture houses) demand realism. Even the movie of Molière's *The Would-be Gentleman*, in which a performance of the Comédie Française was expertly recorded on film, was, in the final analysis, static and wooden. Thus, if I may transpose a phrase of pedagogical cant into a new, meaningful context, Director George Schaefer and his staff are "meeting the needs" of a new medium when they add the extra dimension of a lifelike set to the play.

Since some youngsters' parents will undoubtedly insist on watching other programs, and since it is imprudent for schools to encourage youngsters to lay siege to the set if such maneuvers will bring about family disharmony, it would seem wise to organize monitoring teams of three or four students each. In this way parents can meet some of their children's friends, and the young people themselves can prove that teen-age hosts and guests can behave as courteously as their sedate elders.

There is another point which favors group viewing. One of the most frustrating aspects of

attending a movie alone is the absence of anyone to discuss the picture with immediately afterward, while it is still fresh in mind. Consequently, a kind of incomplete catharsis takes place that is far less satisfying than the experience one has in attending a theater with someone and having opportunities to talk over the play.

Since most English teachers have worked out a personal approach to studying *Macbeth* in print, a conventional study guide would serve little purpose. Instead, to help study and appreciate the TV *Macbeth*, suggestions are offered for forming eight groups, three of which would report in panels before the play and five after.

#### BEFORE THE PLAY

(1) *The Era*. Besides being without conveniences and luxuries which we take for granted, the Elizabethans eagerly explored the scientific frontier which threatens now to overpower us. One committee member might read Marchette Chute's *Shakespeare of London*, which blends a readable biography of the playwright with commentary on the life and customs of the day.

(2) *The Stage*. Students living near the site of one of the many Shakespeare summer festivals perhaps will be able to give an eyewitness description of a facsimile of the Globe Theater stage. Once the structure of the stage has been established, have the group trace the movements in one scene as it might have been performed on the Elizabethan stage. A follow-up report on how Mr. Schaefer staged the same scene for television would help develop an awareness of the strong points of different media.

(3) *The Performance*. Students who have seen the power of a Broadway play vitiated in a Hollywood "upbeat" ending (or, less frequently, the dross of weak novels turned into gold) should be interested in the changes producers have wrought in Shakespeare's script over the years. Davenant and others have been more concerned with catering to the sensibilities of their eras than in reproducing the spirit of the play as it was written.

#### AFTER THE PLAY

(4) *The Sequence*. Allied with performance are the sequence and possible dovetailing of scenes. By using the written text to note the content of each scene on three-by-five cards,

this group can comment on omissions, changes, and blends in the televised performance and speculate on reasons for their occurrence.

(5) *The Language*. The paperbound Folger edition of *Macbeth* (Pocket Books, 35 cents) provides a glossary of difficult terms on pages facing the text. A team of students can follow the dialogue to see if many difficult terms have been purged. In fact, if this group is large enough, a few members might check to see if the Shakespearean sentences and speeches have been reduced in complexity in deference to the lower level of "listenability" which the modern mass audience can handle.

(6) *The Characters*. Many editors of Shakespeare's texts minimize the importance of Lady Macbeth's role since women's parts were played by boys at the time the play was written. Does the presence of Dame Judith Anderson in the part add a forcefulness to it that seems incompatible with the spirit of the text? Have any minor characters been dropped to avoid confusion?

(7) *The Setting*. One criticism of "Hall of Fame" last season was that in *The Tempest* the stunning *décor* overshadowed the lines. Is the primitive motif preserved in the sets and costumes of *Macbeth*? Do you think that the verisimilitude achieved by shooting the play in Scotland enhances the play or not? (Keep Wilder's *Our Town* in mind when discussing this one.)

(8) *The Actors*. Mr. Evans and Miss Anderson are veterans of classical drama. Do the other actors seem to sustain the "classical mood"? Have any been included primarily for name value? Does the cast appear to be working as a team or are there a number of loosely strung together virtuoso performances?

It may be some time before a work that is studied by so many students in secondary schools is again available on television to English teachers. All hail, people at Hallmark, and a cheerful holiday to you.

H.B.M.

### *The Entertainer as Hero—II*

This morning's mail brought a most curious document: a press release from the largest teachers' organization in the country announcing with pride that television actress Donna Reed will "serve as consultant to the National Education Association in the formation of a Television Committee for American Education Week, November 6-12." N.E.A. President Dr. W. W. Eshelman explained his delight at Miss

Reed's acceptance: "Her weekly program on the ABC Television Network has repeatedly indicated her awareness of the needs of children and teachers, who are presented to the public in an intelligent and sympathetic light." The slogan for the 1960 observance: "Strengthen Schools for the 60's."

Now there may be a certain poetic justice in educators' having to turn to entertainers to wean a public away from pap to a serious interest in education, especially since education gets into intellectual trouble so often precisely because it tries to make education entertaining. What bothers me about making heroes out of entertainers is that their professional virtues—affability, a mindless, heady hedonism, a facile equation of mass popularity with importance—begin to seem the chief virtues in life.

Not that I'm against fun; it's heartening to watch Ernie Kovacs, Art Carney, Mort Sahl, Mike Nichols, and Elaine May—performers for whom satire and irony are weapons. But TV is plagued by old-line entertainers like Bob Hope, whose one-line gags *pretend* to controversy (in the way Jack Paar's 1:00 A.M. statesmanship on Cuba is fake muckraking) and whose amiable feuds with Bing Crosby show how contrived and predictable these "feuds" have become. When a hundred reporters brave a blizzard to transcribe for tomorrow the lucubrations of Elvis Presley as he leaves the Army, and when the *Washington Post* gives three columns at the top of the page to a photo of Ethel Merman mugging at Dick Nixon, then our communications system may be said to be enthralled by entertainers. We even need them to raise money for research to cure diseases: George Gobel complains: "By the time I got there they had run out of all the good diseases." Someone may have beaten him to cerebral palsy, but there is another disease endemic in America—entertainmentitis, characterized by dilation of the eyes and a certain listlessness of the mind when confronted with difficult thought.

Paar is a good example. He has taken to crusades of varying scope and depth, most of which embody the vices they presume to bait. All right—so Winchell and Kilgallen are gossip mongers, but Paar's vindictive sneers add nothing. And is Elsa Maxwell's calculated vulgarity Paar's idea of the significant?

Paar has his best argument in having presented Bob Kennedy on Hoffa; Kennedy himself says the Paar show had more effect on Congress than any other single item of publicity, and Paar considers Kennedy's appearances on his late night program as the high point of his

TV career. But note that when Kennedy reappeared and pointed out to Paar that Hoffa's labor corruption was possible only because of the connivance of big business, and then went on to be very specific (A & P, Food Fair) Paar's phony let's-have-another-libel-suit-look dissolved in a look of real horror. Until Paar calls Kennedy back and lets him examine sweetheart contracts and other kinds of business corruption, it is difficult to give him a much higher grade than Winchell or Kilgallen as a champion of the public interest.

Paar's simple-minded equation of contentiousness with controversy is not even convincing to his staff, notably Hugh Downs. Downs is one of the Chicago school, intellectual without being stuffy. He started out there on the delightful "Kukla, Fran and Ollie" show. His next appearance in the big time was for another lamented victim of TV ratings, Arlene Francis' "Home"—a kind of TV combination *Ladies Home Journal* and *Life* started by NBC's Pat Weaver to prove that twenty years of soap opera had not completely killed the intelligence of the housewife. As the announcer on the Paar show, Downs has much less scope for the intelligence he displayed in feature material for Arlene Francis. Indeed, given the emotional anti-intellectualism of Paar, Downs has been fighting a holding action as far as his career goes.

Increasingly, Paar's transitions to Downs's commercials have a perceptibly patronizing air. Downs, however, is not easily conned, and it is a pleasure to see him deny the master to his face. (In answer to a rhetorical question, an unexpectedly negative reply: "Yes, you are cruel to people sometimes, Jack.") More and more, painfully and consciously hollow laughs come from Downs when Paar's humor misfires. The marvel here, of course, is that we are surprised on TV to see a man insisting on his dignity.

Downs is a new kind of star. At a recent Westinghouse Broadcasting Company press party, Downs was asked over a transcontinental phone hookup of five Westinghouse stations whether he thought his doing educational shows would give him an egghead tag that would hurt his career as an entertainer. Maybe in a hundred and twelve years, Downs allowed, he'd qualify if he worked as hard at it as he now does. Further, he didn't see how it could hurt him since the anti-intellectual days of egghead baiting, he was happy to observe, were over. Another interviewer asked which gave him more satisfaction—his M.C.'ing of "Concentration," a worthless bit of five times-a-week piffle on N.B.C.-TV,

or his new role as M.C. of intellectual programs like the Westinghouse "Lab 30" series and two films he has just finished on the problems of the schools. Downs unhesitatingly condemned the game show as fluff, and said he had a sense of having really achieved something worth while in the ten programs on the frontiers of science "starring" the Westinghouse research team.

But ironically, when Downs tried to explain how much this series of difficult scientific experiments on TV had taught him, he revealed something about an entertainer culture. The main thing he had learned working with the scientists was that they were really *people*. Since it is the entertainer's nature to be "on" all the time, rapport with an audience is a highly prized virtue. But it couldn't matter less whether or not a scientist is warm or friendly. What matters is his ability to describe natural phenomena for the purposes of prediction and control.

The N.E.A. may be right in believing that the way to attract the serious attention of the public is through the entertainers. The troubling thing about the N.E.A. press release, however, is its tone of happy acquiescence in and even humble gratitude for the fact that the TV wag dogs the tale of our public affairs.

PATRICK D. HAZARD  
University of Pennsylvania

## IN PRINT

### "Instructional" Television

*Manual for Classroom Teachers Using Television* edited by MARY HOWARD SMITH. Lafayette, Indiana: Midwest Council on Airborne Television Instruction (Purdue University), June, 1960. 107 pages, mimeographed. Apply.

An important inhibiting factor to the full maturity of "instructional" television ("educational" is a broader term, including cultural programming as well as systematic instruction) is the fear that educational bureaucrats are trying to dictate curricular policies from their Ford funded aeries high above Madison Avenue. It has always been my sense of the situation that this fear was more or less prefabricated by competing educational bureaucrats from the vicinity of Washington, D.C., who resented the liberal arts bias of the Ford fundees.

The irrelevance of these fears is clear from the plans and progress of the Airborne Television project centered at Purdue. Building on the large-class instructional TV experience in



several big cities, the Purdue project is involving supervisors and classroom teachers in a series of university workshops so that their classroom experience and judgment can be built into the fabric of the airborne curriculums. This manual was prepared to guide their workshop discussions. It contains an excellent history of the rise of ITV, a succinct statement of its rationale, a very useful bibliography for teachers who want to inform themselves more comprehensively on this important breakthrough in instructional technology. Except for its acquiescence in a few of the fuzzier new educational techniques such as "buzz groups" and "buddy systems," this manual is a hopeful sign of substantial achievement in the ITV movement.

P.D.H.

### Bargain Books

*Suddenly Last Summer* by TENNESSEE WILLIAMS.  
New York: New American Library of World Literature, Inc., 1960. 93 pages, 35 cents.

One of the most difficult problems facing the high-school teachers of literature is their students' exposure to artistic experiences which the school for a variety of good as well as bad reasons (prudence and gentility, a proper pacing, or a false squeamishness) considers too mature for the curriculum. This immediately debases in the minds of students some very serious and often influential art to the level of scribbles on the walls of the boys' lavatory. This is a pity, of course, for the mature art which probes man's all too real pathologies deals with the dark and confused desires that prompt the subliterate graphics of bathroom walls. The difference is that one is uncontrolled ugliness; the other an attempt to submit unconscious feelings to the consummate control and catharsis characteristic of good art.

Tennessee Williams stands in the popular mind for art on a level of dirty jokes. Nothing could reveal so clearly the cost of puritanism in our cultural life. Williams, even when he uses the perhaps too melodramatic symbolism of cannibalism in *Suddenly Last Summer*, is engaged in a highly moral, even (paradoxically) puritanical, quest. He believes that we Americans use each other spiritually, a consumption that is a more horrendous violation of another's personality than the admittedly revolting act of cannibalism that the heroine of the play heroically tries to remember. Her act is heroic because the spiritual cannibals that surround her in the play don't want to face the

terror of their own spiritual impoverishment; they are not brave enough to face how they use each other for money and fame. Williams is not being a dirty little boy in this play; he is so concerned about moral obtuseness in affluent America that he asks us symbolically why we are horrified by a physical act when we commit its spiritual counterpart daily. Tough medicine, yes. But, a complacent people, the Savonarola of southern decadence tells us in a dramatic way.

P.D.H.

*The Complete Works of François Villon* translated by ANTHONY BONNER. New York: Bantam Books, Inc., 1960. 228 pages, 50 cents.

This French-English presentation of François Villon's work brings together the total production of the notorious medieval Parisian poet. The tumbling life of Paris, the reckless attitudes of the poet, and the startling irony of the times come through vividly in this translation. William Carlos Williams' introduction comments sensitively on Villon's verse, and classifies him as "typically French—not French in association with Italian, which the English acquired through their Dante—but more of Chaucer of an earlier day when the English themselves were half French." The beauty of the "Ballade of the Ladies of Bygone Times" counterpointed with the snarling tone of "Grand Testament" indicates the range of Villon's poetic capabilities. A section of notes explains some of Villon's more obscure allusions.

FREDERICK S. KILEY  
Trenton State College

### From the Critics' Notebook

OUR UNDERDEVELOPED PUBLIC ARCHITECTURE AT HOME (*Horizon* for January, 1960): "*Lifting the Federal Façade*, by Allan Temko: American buildings abroad are handsome, elegant, cheerful—witness the U.S. consulate in Kobe, Japan, or the U.S. Embassy in New Delhi. With civilized ease, such buildings take their place in ancient and sometimes exotic environments, and at the same time convey the dignity, strength, resourcefulness and the idealism of the United States. Yet at home, Federal architecture more often than not is 'Post Office Roman' or 'Penitentiary Modern.' Mr. Temko traces the profound changes in government buildings since Thomas Jefferson started the young Republic's romance with Rome. Illustrated with photographs, many in color, of new and old U.S. buildings at home and abroad."

# AUDIO-VISUAL NEWS

## Social Studies

From BAILEY FILMS, INC., 6509 De Longpre Ave., Hollywood 28, Calif.:

**HAWAII, U.S.A.:** film, 20 minutes, black and white (\$100), color (\$200). After locating the islands of Hawaii on a pictorial map, the visitor is shown Honolulu and its historical buildings. The production of Hawaii's three important crops—sugar cane, pineapples, and coffee—is shown. Shots of the eruption of Hawaii's active volcano closes the film. (Jr.-Sr. High)

**MAYA OF ANCIENT AND MODERN YUCATAN:** film, 20 mins., color, \$200. The ancient Mayan territory is located by a series of maps. The ruins of Chichén Itzá are shown, including close-ups of stone carvings. Typical modern Indian villages are pictured and a sequence is devoted to the principal crop—sisal hemp. The narration points out that ancient Maya had a high stage of civilization. (Jr.-Sr. High)

**CANADIAN ROCKIES STUDY:** film, 10 mins., color, \$110. Beautiful scenic shots of this area including wild life and plant life are the principal attraction of this film. The Canadian Rockies are located and then follow pictures of the mountains, lakes, rivers, and glaciers of this area. Black bear, deer, moose, beaver, Rocky Mountain sheep are among the animals shown. (Jr. High)

**GLACIER PARK STUDIES:** film, 20 mins., color, \$200. Superb scenery is the attraction of this film. Wild animals, many varieties of mountain and meadow flowers are featured in addition to the geological aspects of the mountains and lakes in the park. (Jr. High)

From ARTHUR BARR PRODUCTIONS, 1265 Bresee Ave., Pasadena 7, Calif.:

**GREENLAND'S NEW LIFE:** film, 10 mins., color, \$120. Greenland, an important military outpost, is shown in its harsh physical setting. The new life that has come to Greenland is shown. Churches, hospitals, schools, and stores are now a part of it. (Jr.-Sr. High)

**PONY EXPRESS:** film, 15 mins., black and white (\$60), color (\$110). At this centennial of the Pony Express, this film has special significance. Although one might suppose that this is

merely an educational western, this is not so. The detailed operation of Pony Express mail service is portrayed. It was an important link in joining the Far West to the Union. (Jr.-Sr. High)

From CLASSROOM PICTURES, 31 Ottawa Ave., N.W., Grand Rapids, Mich.:

**LIFE IN ANCIENT ROME:** filmstrip, color, \$5.25. Pictures of classical Rome illustrate buildings, life, and customs of the people of these times.

**EARLY CIVILIZATION:** filmstrip, color, \$5.25. Pupils are taken to ancient Egypt, Babylonia, Palestine, Phoenicia, Greece, and Rome. Pyramids, traders, farmers, businessmen, warriors are among the topics covered.

**LIFE IN ANCIENT GREECE:** filmstrip, color, \$5.25. Pictures of classical Greece illustrate buildings, life, and customs of the people of these times. Note: Portfolios of flat pictures are available for the three filmstrips from Classroom Pictures at \$2.95 each.

From CORONET INSTRUCTIONAL FILMS, Coronet Bldg., Chicago 1, Ill.:

**LIFE IN ANCIENT ROME; THE FAMILY:** film, 10 mins., color, \$110. A story film, depicting life in Rome in ancient times. Education of the boy and girl is described. Homes of the merchant and the wealthy senator are shown. The importance of the toga as a symbol of a citizen is explained as the boy becomes a man. (Jr.-Sr. High)

**MEDIEVAL WORLD:** film, 10 mins., color, \$110. As an insight into medieval times, we visit several old cities in England, where we see the remnants of the medieval world. The walls around the cities isolated them. Each was self-supporting. Then with the advent of the Crusades, travel was discovered and trade developed. This started trading centers and roads. A new class of people arose and broke away from the feudal lord. (Jr.-Sr. High)

**MEANING OF FEUDALISM:** film, 10 mins., color, \$110. The feudal castle, a self-contained unit, is explained. The feudal system of land ownership by the lord with all its serfs and vassals is shown. The church is presented as an important force in feudal times. (Jr.-Sr. High)

**THE RHINE: BACKGROUND FOR SOCIAL STUDIES:** film, 10 mins., color, \$110. The course of the Rhine from Switzerland to the sea is followed. Along the way industries, cities, and important landmarks are pointed out. The importance of the Rhine in history is shown, with its castles and means of transportation between them. (Jr.-Sr. High)

From EYE GATE HOUSE, 146-01 Archer Ave., Jamaica 35, N.Y.:

**THE U.S.S.R.:** filmstrips, set of 9, color, \$25. This set of filmstrips considers the following topics: "Geographical Background," "Natural Resources and Industries," "The People and Consumer Goods," "Education and Recreation," "Transportation and Communication," "Architecture and Religion," "Moscow," "Other Important Cities," "Most Important Cities." As far as one can tell, the series seems to be an authentic presentation. (Jr.-Sr. High)

From ENCYCLOPAEDIA BRITANNICA FILMS, 1150 Wilmette Ave., Wilmette, Ill.:

**CENTRAL EUROPE:** filmstrips, set of 6, color, \$36. The titles in the series are: "Mountains and Valleys in Switzerland," "Austrian Alps," "People of West Germany," "The Netherlands and the Sea," "Rural Belgium," "The Rhine River." All of these strips show the people at work in the various areas. Villages and towns are shown. Peculiar characteristics of each region are pointed out. (Jr.-Sr. High)

**LANDS OF THE FAR EAST:** filmstrips, set of 5, color, \$30. Titles are "Hong Kong: Crossroads of the Far East," "Rivers and Rice in Thailand," "Farm Village in Japan," "Japanese Fishermen," "Japanese Workshops and Factories." In the first strips life and types of work are pictured and explained. In the three strips on Japan are shown workers in three different types of occupations.

**THE MEDIEVAL CRUSADES:** film, 30 mins., color, \$300. This film recreates events that led to the Crusades. It shows the first Crusade and reviews the most important of the later Crusades. (Jr.-Sr. High)

**THE MEDIEVAL GUILDS:** film, 20 mins., color, \$240. Tells the story of a medieval town from its beginnings as a feudal manor through its evolution into a guild town. Shows the role of the guild in modern industry and commerce. (Jr.-Sr. High)

## Science

From ARTHUR BARR PRODUCTIONS, 1265 Bresce Ave., Pasadena 7, Calif.:

**GEYSERS AND HOT SPRINGS:** film, 10 mins., color, \$110. We are taken to Yellowstone to see the evidences of geysers and hot springs. By animated cross section we are then taken underground to see the forces and activity that cause these phenomena. Different types of geysers are explained. Several geysers are shown in the complete phase of eruption. (Jr.-Sr. High)

**THE ROCKY MOUNTAINS:** film, 20 mins., color, \$210. A beautiful film showing the origin and fauna and flora of today. Sequences follow from origin through the volcanic and glacial eras. Water systems having their origin in the Rockies are shown. The last half of the film shows the animals and plants, in detail, found there today. (Jr.-Sr. High)

## Art

From BAILEY FILMS, INC., 6509 De Longpre Ave., Hollywood 28, Calif.:

**HOW TO MAKE A LINOLEUM BLOCK PRINT:** film, 15 mins., color, \$130. The title speaks for itself on this film. The various steps in making the design and transferring it to the block are shown. The use of cutting tools is explained. Finally after inking, the block is used. Close-ups are a very important part of this excellent technique film. (Jr.-Sr. High)

## *Coming in the December CH*

The Greatest Shortage in Education  
by PHILIP H. COOMBS

The School Dropout Problem  
by H. M. BERSTON

Cheating—Situation or Problem?  
by HERB R. ADAMS

Dearth of Recent Research on Motivation  
by RAYMOND B. FOX

## EDUCATION of the SLOW-LEARNING CHILD

CHRISTINE P. INGRAM, Emeritus, Illinois State Normal University

**Just Published!** Third Edition of this practical guide explains how to help the slow learner grow and develop in a wholesome educational environment. It outlines the physical, mental, and emotional characteristics of slow learners and sets forth the principles and objectives for a program geared to their capabilities. Book tells how to organize special classes and select the children; delineates the teacher's and administrator's respon-

sibilities for such classes. Contains valuable material on the trainable or severely retarded child, the secondary school program for the slow learner, and rehabilitation provisions and services for these children. Many practical illustrations show means for developing programs for children at various age, grade, and IQ levels. 3rd Ed., 1960. 390 pp.; 20 ills., tables. \$5.50

## EDUCATION of the GIFTED

MERLE R. SUMPTION, University of Illinois; and  
EVELYN M. LUECKING, Ball State Teachers College

A comprehensive presentation of research and theory, of organization and procedure, and of practice and personnel, which deals with instruction of the gifted from infancy through the college years. This new book presents methods, formal and informal, for teachers and parents to use in identifying giftedness; discusses the advantages and disadvantages of special school programs, including

those utilizing enrichment of curriculum, homogeneous grouping by IQ, and various forms of acceleration. Practical advice is given for implementing special programs on the elementary, secondary, and college levels. Includes commentary and analysis of all five of Stanford University's *Genetic Studies of Genius*. 1960. 499 pp. \$6.50

## The PSYCHOLOGY of EXCEPTIONAL CHILDREN

KARL C. GARRISON, University of Georgia; and  
DEWEY G. FORCE, JR., University of Minnesota

This well-known book discusses the nature and identification of exceptional children and the ways in which exceptionality affects emotional, social, and educational adjustment. Employing a realistic developmental approach, it stresses the contribution which the regular classroom teacher can make to the child's education and welfare. Book incorporates recent research and developments in the field of education; includes chapters on

such areas of exceptionality as epilepsy, cerebral palsy, and cardiac conditions. "A sound treatment of the psychology of exceptional children."—A. M. JORDAN, University of North Carolina. "One of the most comprehensive texts in this field."—THOMAS J. MURPHY, Coordinator of Special Schools, Santa Barbara City Schools. 3rd Ed., 1959. 586 pp.; 103 ills., tables. \$6.00

## INSTRUCTIONAL MATERIALS

*An Introduction for Teachers*

LOUIS SHORES, Florida State University

The first book of its kind, this comprehensive volume discusses all major types and subtypes of instructional materials. For each type of teaching tool there is a definition, an estimate of potential, some historical background, criteria and sources for selection, representative examples, and suggestions for utilization. Book includes material on the organization and management of a materials

center; provides a valuable classified listing of all tools cited in the text. "Very rewarding. . ."—C. R. COLVIN, Gannon College. "The book seems to be an answer to a prayer. . . It serves a long-felt need."—MABEL E. WILLOUGHBY, Hardin-Simmons University. 1960. 408 pp.; 75 ills., tables. \$6.50

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